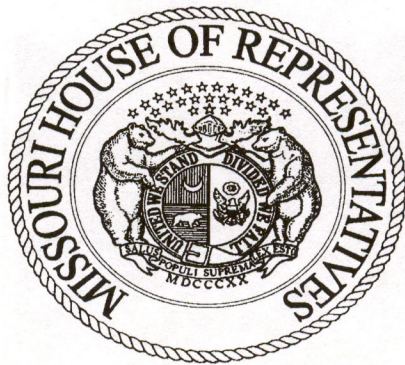
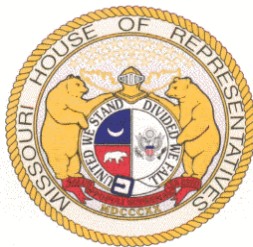


Report
of the
House
Dropout Prevention
Task Force

February 15, 2010



CAPITOL OFFICE
State Capitol
201 West Capitol Avenue
Jefferson City, MO 65101-6806
Tele: (573) 751-4415
Fax: (573) 522-9180
E-Mail:
jamilah.nasheed@house.mo.gov



COMMITTEES
Appropriations-Public Safety
and Corrections
Budget
Crime Prevention and
Public Safety
Special Committee on
Financial Institutions
Special Committee on
Workforce Development and
Workplace Safety

DISTRICT ADDRESS
4710 Lee Street
St. Louis, MO 63115
Tele: (314)-385-6293

MISSOURI HOUSE OF REPRESENTATIVES
Jamilah Nasheed
State Representative
District 60

February 15, 2010

Honorable Ron Richard
Speaker of the House
Room 308 Capitol
Jefferson City MO 65101

Dear Mr. Speaker:

Pursuant to your August 20, 2009, directive, the House Dropout Prevention Task Force has completed its hearings investigating the causes of high dropout rates and compiled its report.

The Task Force was aware from the outset that the need for dropout prevention is profound. Testimony suggests that the need for prevention and recovery programs is deep. The diligence and creativity of school districts in dealing with these needs is impressive. However, testimony did not reveal any easy answers to finding additional funds for such a vital need.

In fact, testimony suggested that every little advantage needs to be pursued to the fullest and that while school districts would be delighted to have state help, they are prepared to do everything they can to help themselves. Indeed, it takes more than just the schools—it takes all elements of a community to provide a safety net strong and flexible enough to catch everyone at risk.

The Task Force is grateful for the chance to investigate this crucial issue and is pleased to submit its report. We hope to see an end to the so-called "Silent Epidemic."


Respectfully submitted,

A handwritten signature in red ink, reading "Jamilah Nasheed", is written over a large, stylized red flourish that extends from the signature down towards the typed name.

Representative Jamilah Nasheed, Chair
House Dropout Prevention Task Force

REPORT OF THE
HOUSE
DROPOUT PREVENTION
TASK FORCE

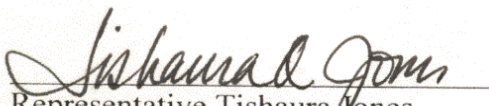
MEMBERS



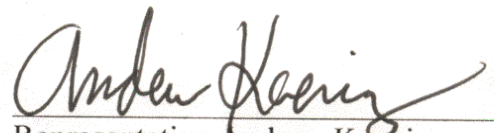
Representative Michael Brown



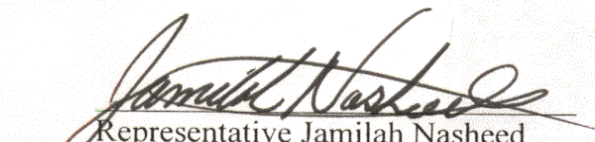
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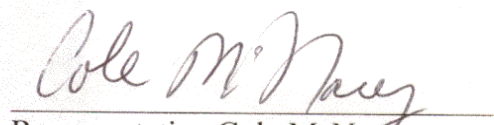
Representative Tishaura Jones



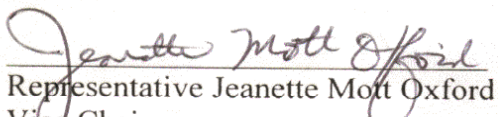
Representative Andrew Koehnig




Representative Jamilah Nasheed
Chair



Representative Cole McNary



Representative Jeanette Mott Oxford
Vice Chair



Representative Rick Stream

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I. Activities

Speaker of the House Ron Richard created the Dropout Prevention Task Force on August 20, 2009. Its eight members are evenly divided between Republicans and Democrats, chaired by Representative Jamilah Nasheed, a persistent advocate on behalf of at-risk youth.

The Task Force met three times during the 2009 interim, twice in St. Louis and once in Kansas City, but it heard testimony from citizens living all over the state and sought information from the National Conference of State Legislatures and the Alliance for Excellent Education.

The Task Force would like to thank all the people whose cooperation made its meetings so productive. Our site hosts included St. Louis Community College–Forest Park, the Kaufmann Foundation Conference Center, and the University of Missouri–St. Louis. Several state agencies participated in the hearings, either providing testimony or suggesting avenues of exploration: the Department of Elementary and Secondary Education; the Department of Social Services; the Department of Mental Health.

II. History of the Issue in Missouri

A. ***Compulsory school age:*** The school entrance and exit ages of eight and sixteen years were established in Missouri in 1905, but a student with a job could leave school at age fourteen. The entry age was lowered to seven in 1919. In 2004, the St. Louis Public Schools were given the option of raising their leaving age to seventeen, an option which the school system made use of. In 2009, SB 291 raised the leaving age for the rest of the state to seventeen, or sixteen with sixteen units of credit, and provided an equivalent for home-schooled children, who do not generally count their schooling in credit hours.

B. ***General Assembly activities:***

- (1) The General Assembly has also shown interest in the issue through its interim committees. In the 1996 interim, the Senate formed a committee on high school graduation rates, which also covered alternative education, career education, and dropouts caused by factors outside school. At that time, the committee discussed raising the school leaving age to eighteen, but decided against it.
- (2) In 1997, the Joint Committee on School Desegregation reached the following conclusions:

“Issue: Dropouts

“Alternative schools drew wide approval in the Committee's hearings,

including alternatives that were private-public partnerships. The lack of specific long-term funding was identified as a barrier to the creation and retention of alternative programs and schools. School districts do currently have the legal flexibility to adopt innovative alternative programs that can improve persistence to graduation.

“School visits and . . . comments from principals, teachers, and superintendents showed that successful programs address a potential dropout's situation as a whole. Increased family involvement with the school, whether it is contact with teachers, Caring Communities projects, or weekend classes (and not just in academic subjects), helps students persevere. As one witness put it, a long term relationship with an empowered adult is lacking in many children's lives. Schools can foster such relationships.

“Vocational education offers one of the best alternatives for students who must make an immediate economic contribution to their families' or their own livelihood. A solid vocational education that does not restrict a student's future choices should be available to all Missourians, but it is especially important in urban areas.”

- C. ***The past decade:*** Subsequently, the Senate examined the issue of urban schools in 2001 and held a series of meetings around the state. In 2009, the Department of Elementary and Secondary Education began an initiative in conjunction with America's Promise Alliance and held dropout prevention summits in St. Louis and Kansas City, eventually undertaking a campaign called “Graduation Matters.” The warning bells of the demographic data have built to a crescendo recently and been given urgency by an economy that has hit dropouts especially hard while putting additional strain on programs designed to help them. To succeed and lead in the twenty-first century, Missouri will need every one of its citizens educated and functioning well.

III. **Findings.** The findings detailed in this section derive primarily from the testimony the Task Force heard. Other organizations' reports and research validate virtually every one of the findings. Specific sources are given for the societal costs section.

- A. ***Societal costs:*** Many estimates have been made of the costs to dropouts themselves and to society as a whole. Here are some statistics relating to Missouri, with comparisons that make the estimates easier to visualize.

Imagine that:

- Every year, a new city the size of:

Neosho or Hannibal was created by that year's dropouts¹ (10,540 to 18,337 people, depending on the organization doing the measuring).

Jennings or Farmington was created by teen mothers without a diploma² (14,942 people).

- The entire population of Moberly or Crestwood was in prison and lacked a diploma³ (11,721 people).

- For one year's worth of dropouts, the lifetime:

Lost earnings roughly equaled the entire FY10 Department of Elementary and Secondary Education's appropriation bill⁴ (\$5.3 billion)

Medicaid/uninsured costs roughly equaled the FY10 appropriation of the Department of Social Services for payments for managed care⁵ (\$245 million).

¹"Missouri Profile" 2008 Kids Count Data Book lists 10,540 (www.oseda.missouri.edu); the Alliance for Excellent Education projects 18,337 for the class of 2008 in its publication, "Dropouts, Diplomas, and Dollars" (Appendix 1; www.all4ed.org). The Department of Elementary and Secondary Education used 12,034 in Assistant Commissioner Tom Quinn's presentation at the April 20, 2009 Dropout Prevention Summit (www.esgn.tv/clients/mogov/dese).

²Table M. Health. "Missouri Profile." 2008 Kids Count Data Book.

³2008 Department of Corrections Offender Profile.

⁴"The High Cost of High School Dropouts: What the Nation Pays for Inadequate High Schools." Alliance for Excellent Education. 2009 (www.all4ed.org/files/highcost.pdf).

⁵Alliance for Excellent Education, "Healthier and Wealthier: Decreasing Health Care Costs by Increasing Educational Attainment," November 2006.

➤ Nobody in:

Barry, Greene, and St. Charles counties had a high school diploma⁶ (558,968 people statewide lack a high school diploma).

Boone County had a high school diploma⁷ (125,562 people statewide between the ages of 18 and 24 lack a high school diploma).

Additional eye-opening data:

- \$132 million⁸—State-level cost of one year’s incarceration of dropouts
- \$53 million⁹—Savings if one year’s high school seniors did not need remedial college classes
- \$10 million¹⁰—Cost of one year’s lost tax revenue in Kansas City from its area-wide dropouts
- 25¹¹—Number of so-called “dropout factory” high schools in Missouri—those with a promotion rate of less than 60% of ninth graders making it to their senior year (out of a total of 465 schools)
- 2.5 times higher¹²—Death rate of dropouts compared to those with one year of college

⁶22. Educational Attainment, “ACS Profile Reports, 2006 to 2008 Missouri.” Missouri Census Data Center.

⁷Table 29, Highest Educational Attainment for the Population Ages 18 to 24 in the 2000 Census, “2000 Census Data—Educational Profile for Missouri.” Kids Count Census Data Online. Annie E. Casey Foundation (www.kidscount.org).

⁸Calculated from information in the 2008 Department of Corrections Annual Report and Offender Profile.

⁹“Potential Economic Impacts of Improved Education on Missouri.” Alliance for Excellent Education. 2009.

¹⁰“Kansas City’s Pathway to Economic Growth,” Alliance for Excellent Education. 2009.

¹¹“High Schools in the United States: How Does Your Local High School Measure Up?” Alliance for Excellent Education.

¹²“Economic Impact of Dropouts,” National Dropout Prevention Center. (www.dropoutprevention.org/stats/quick.facts).

B. ***Reasons for dropping out:***

(1) Academic:

- (a) Leading the list of academic reasons for dropping out is *lack of reading ability*. Reading is one of the most complex cognitive tasks we perform, and children begin learning to read at an age when their cognitive development is uneven. Teachers are frequently reluctant to label a child as a slow reader because they have seen children lag and then catch up quickly. However, two milestones of reading skill development are generally recognized. The realization that reading is a code that can be figured out needs to occur by the middle of first grade for a student to keep up. If children aren't reading at grade level by the end of third grade, their chances of catching up later are significantly impaired. Traditionally, by fourth grade, students "read to learn," and many schools discontinue reading instruction by middle school. The literacy levels of the incarcerated are usually low, and a high percentage of the incarcerated lacks a high school diploma.
- (b) *High mobility* impairs academic performance for two reasons. Just changing schools is disruptive in a personal sense, getting familiar with a new neighborhood, new building, new teacher, new rules, and new friends. Further, because Missouri is a local-control state, even with common grade-level expectations in place, one cannot assume that a third grade class in January in any given district is covering what a third grade class somewhere else is covering.
- (c) Both of the preceding reasons are specific varieties of the general problem of *falling behind*, which may result from excessive absences. Many students with a thin social safety net may be required to stay home and tend to younger siblings or ailing relatives so that a parent can work or when transportation arrangements break down. Lack of routine health care also means more persistent illnesses and thus more absences. The assignment of the least experienced teachers to the most troubled schools also contributes to the problem of falling behind, as teachers struggle to maintain order and meet the needs of a very diverse student population.

(2) Social:

- (a) *School lacks relevance* to the lives of many students. Especially for students who are struggling academically, not being able to see the point of what they are studying is enough to push them out of school. This reason was mentioned by many of the students who testified before the task force and is supported by research.
- (b) *Lack of a caring adult* consistently present in a student's life is one of the most-cited reasons for dropping out. A caring adult with whom a student may talk candidly can provide a much-needed counterbalance to the advice a student may be getting from friends and images portrayed in the media. A caring adult could help bridge the gap between what the student is learning in school and how that learning

may become useful in life. Many students know what they should do; a caring adult can give them additional support for doing the right thing, rather than the easy thing.

- (c) For some students, the *fear of being victimized* on the way to and from school, as well as at school itself, is so large that dropping out makes sense. Even if a student does not suffer actual violence, the threat of violence erupting at any moment is not conducive to learning.
 - (d) *Pregnancy* may be a reason to drop out, primarily for girls but also when a teenage father tries to support his child.
- (3) Financial: As suggested under both the “academic” and “social” headings, students may be required to work to support their families. In an urban environment where entry level jobs are available, a student may find it more difficult to justify staying in school for the future prospect of a higher wage in comparison to money in his pocket now. Also, a student staying home to care for a relative may permit the primary earner in the household to make more money.

C. ***What seems to work:*** The following items emerged in testimony and appear frequently in the literature on the issue:

- (1) Firm, but fair, engaged adults can mitigate the worst circumstances of a child’s life. They can motivate, explain, provide alternatives, act as a sounding board for the student’s own thoughts and feelings, and bolster a student’s resolve to succeed. Ideally, every student has such an adult at home, but this is not an ideal world. Teachers can serve as engaged adults, but it is difficult to serve the 100 or more students that may be in the care of a middle or high school teacher on any given day. Community groups can provide caring adults if students have a way to participate in their programs. It frequently takes the combined efforts of several concerned adults to see that all the needs of an at-risk student are addressed.
- (2) Reaching out to parents or their surrogates is a necessary first step, because any program will function better with parental support and involvement. Although some parents may be reluctant to trust institutions, nonjudgmental solicitation of the parents’ help can sometimes be enough to provide momentum for student’s decision to stay in school or to participate in a prevention program.
- (3) Meaningful classes that show connections to the world the student lives in help keep students engaged. Sometimes, those connections are missing because the teachers don’t have time to make them explicit, and unfortunately connections may be missing because the teacher can not or will not make them. Expecting students to intuit why material is meaningful to them is as useful as expecting them to teach themselves. Applied learning works, and it makes theory come alive.
- (4) Teaching reading into middle and high school is a necessary outgrowth of school systems that have not been successful in addressing literacy at the elementary level. Programs must be in place and stay in place until early

grades literacy becomes more successful. It is encouraging to see the St. Louis Public Schools take this step.

- (5) Alternative education settings may be important for dropout prevention, but they are absolutely crucial to dropout recovery. Asking a student who has not succeeded to come back to the same building and same courses is asking too much. Teachers and support staff have to be properly trained to address the multiple problems of at-risk students, and administrators have to be committed to making the programs work. The watchword of adult basic literacy is “whatever works,” and it applies to alternative programs, too.

D. ***Obstacles:***

(1) Structural:

- (a) *The social safety net has gaps.* For example, current GED program prerequisites require a student of seventeen years of age to be out of school for six months before enrolling in a GED program. Such a waiting period puts a dropout who wants to get on with her education in limbo. Fortunately, the rule is currently being revised to eliminate the waiting period. Another gap exists in the criminal justice system. While inmates in state institutions are tested for literacy and given literacy instruction, such programs are not found in county and local jails because the period of the sentence is usually short, compared with state prisons. However, literacy assessment and instruction seems to be a logical piece of recovery and rehabilitation, no matter what level of government is responsible.
- (b) *"Parceling out" of services through organizational silos* is common throughout government. Services for minors are particularly prone to compartmentalization. One-stop shops for at-risk students could provide access to services and help reduce the frustration level for students whose daily lives contain a large amount of frustration.
- (c) *Restrictions on the sharing of information*, stemming from the best of intentions and in two cases from federal mandates (FERPA for education and HIPAA for medical information), add to frustration. Working groups in state government already exist to review this issue, but local offices could help move the issue along by reporting on problems and successes in data-sharing.

(2) Financial:

- (a) *The need for ancillary services* to support academic services makes alternative education a labor-intensive process. Navigating the myriad programs takes time, which is expensive, too.
- (b) Many alternative programs rely on *small sources of aid that need to be constantly tended*. This is also labor-intensive.
- (c) With the “disappearance” of Line 14 at-risk money from its own line on school district financial statements, *the amount of extra funding for at-risk students is less easily identifiable, but it is still there*. Without ear-marked funds, alternative programs have to fight for a place at the

table.

(3) Social:

- (a) *The perception that dropouts only hurt the area they live in* needs to be countered with information about the societal cost of dropping out. To the extent that federal and state taxes provide funding for the social safety net, a dropout from a middle-class suburban school is as costly as a dropout in Kansas City or Hayti; he or she is just less visible.
- (b) *Some parents distrust or dislike school based on their own experiences* as students. Reaching out to these disaffected adults and re-engaging them in their children's education is a big task, and one that requires sensitivity and creativity, in addition to plain talk.
- (c) This issue may be categorized as a structural problem also, but *in localities where the school system has been unable to "motivate" agencies that must cooperate to provide a complete service package, problems are worse.* While the police chiefs of Kansas City and St. Louis have been generous with their time and attention on this issue, if a school district can not get the local law enforcement authorities or prosecutor to be a part of its dropout prevention program, no higher authority can be called on to urge law enforcement participation.
- (d) *Instability in school system leadership* exacerbates problems. Again, this could be categorized as structural. The larger the system, the longer it takes to change course.

IV. **Recommendations**

This report covers public education: about 900,000 students out of about 1.1 million children from the age of 5 to 18. Private schools serve approximately 140,000. Children being homeschooled may number as high as 49,000, but in discussions of public education, home schools are frequently overlooked. Changes to public education policy that affect either home schools or private schools should consider their interests.

A. **Generally:**

- (1) Many public agencies have policies affecting students: the state departments of Elementary and Secondary Education, Higher Education, Health and Senior Services, Mental Health, Social Services, as well as local prosecutors and juvenile courts. Each agency at each level involved—state, district, building—should review its policies to determine if any of them hamper dropout prevention.
- (2) To determine if a change in policy has the desired effect, removing obstacles one at a time or otherwise staging policy changes to ensure the desired results may be helpful. In the “braiding the strands” approach Missouri uses to deliver services, data about what benefits result to the agency whose help is being solicited can be an effective tool, and effective use of data is a key to overall success.

- (3) Community-wide coordination can reduce overlaps and provide a full spectrum of service. State government cannot mandate private agencies and individuals to participate, but it can and should encourage school districts to make the best use possible of community resources to extend their dropout prevention and recovery efforts. A natural starting spot for this may be in a school district's comprehensive school improvement plan.

B. ***Fixing the leaks in the pipeline:***

- (1) Schools should review their own data to determine what sort of early warning system can help them "catch students before they fail." The Task Force heard testimony about sophisticated computer programs that make keeping track of large amounts of data much easier, but many districts armed with just a spreadsheet and a determination to analyze their own data could achieve effective results. The "A, B, C: attendance, behavior, classroom achievement" model that is working well for the Big Brothers and Big Sisters is one example but not the only one. Not every struggling student or student raised by a single mother will drop out. Good data analysis can prevent the waste of resources.
- (2) Bill Elder from OSEDA testified that schools create dropouts in third grade but only count them when they get to tenth grade. Research confirms two critical points in preventing dropouts: acquisition of reading ability by the end of third grade and navigating the change from middle school to high school. These two crucial periods of transition should receive a majority of effort and resources.
- (3) The federal Race to the Top educational stimulus emphasizes turning around struggling schools and will target schools with unacceptable dropout rates. Whether or not Missouri is successful in its application for stimulus funds, directing resources to schools with the worst problems is good policy.

C. ***Parents and students:***

- (1) Both parents and students react better to a nonthreatening environment when they must ask for information or services. If a parent or student has not had a positive experience with an institution, it becomes an additional obstacle to obtaining the parent's or student's willing cooperation in a program.
- (2) Community service programs give a sense of responsibility to those who participate in them. Having the buy-in of participants is a crucial part of success. We are all more likely to respect and preserve what we have been part of.

D. ***Teachers and principals:***

- (1) Create the expectation that teachers must have sufficient grasp of their subject material and innovative methods for imparting their knowledge. Not every child responds equally well to the same teaching methods, but every teacher should feel a sense of mastery of the subject that will permit him or her to focus on how to deliver the information most effectively.

- (2) Teachers should be able to demonstrate an ability to relate their subject content to their students' worlds. It's not enough for adults to believe the topic is important; students must be able to sense the teacher's belief that time spent in class is valuable. It comes across as "I value this material, and I value you enough that I want you to know this."
- (3) Teachers and principals have a tough balancing act to perform in regards to social promotion. Social promotion was mentioned in testimony a number of times, as was the complexity of the issue. Most of the information legislators hear on this issue is anecdotal.

Each year of retention steeply increases the odds that a student will drop out. The inability to read breeds frustration that also results in dropping out. When cognitive or emotional development is at the bottom of a reading problem, retention in grades K-2 may be a good solution. But retention that is not accompanied by instruction tailored to a student's particular problems is no solution. Nobody wants a 14-year-old in the sixth grade, and nobody wants a functionally illiterate high school graduate, either. Overly stringent standards can create logistical nightmares. Unless schools have space and additional teachers for the students they retain, and strategies to improve reading instruction, retaining students may not help them.

Because we lack data on the subject, it is frequently difficult to tell whether social promotion is a deliberate policy or individual reluctance on the part of a teacher or administrator to deal with a particular struggling student. A rigorous data analysis process for these decisions, such as the Light scale for retention, helps respect the right of a student to an education. Especially in districts with low academic achievement and high dropout rates, informing parents about how retention decisions are made and providing information about retention rates is good policy.

E. ***Extending time on task:*** The classic definition of insanity is doing the same thing and expecting different results. "More of the same" only works when "the same" is already working. The recommendations in this section are made with this old adage in mind.

- (1) What state policy should be for delivering services as the age of children falls below the constitutionally required limits for education is a matter of debate. Children who arrive at the schoolhouse door ready to learn are at an advantage. The sad reality is that this does not always happen, but quality early childhood programs, regardless of who provides them, can repair gaps in school-readiness.
- (2) Recovery programs should be as flexible as possible to give returning students every chance. Flexible hours, improved basic academics, and job skills training are all needed. Alternative schools, which frequently exist and persist against high odds, are invaluable.
- (3) Not-for-profit and other community organizations are vital partners in before

and after school, as well as weekend and summer programs. Boys and Girls Clubs really shine in this respect. Although federal funds support programs containing academic and enrichment elements, those funds don't stretch to cover every student who could benefit from a safe place to do homework, a chance to have a snack and some supervised play, or a tutoring session with a volunteer. The state's 21st Century grantees keep data on their programs that show their effectiveness:

Percentage of students who regularly attended a 21st Century grant funded program whose grade remained the same or increased		
Year	Reading	Math
2007	82.02	76.87
2008	78.00	74.00
2009	79.70	76.40

- (4) The irony in suspending a student for excessive or unexcused absences is stark. In-school suspension rather than out-of-school suspension, whenever possible, should be sought. Again, nonprofit organizations and other state and local agencies can provide help with attendance monitoring and facilities to provide in-house suspension.

F. ***Reading:***

- (1) Kindergarten is not too early to address reading. The state has published reading expectations for kindergarten students (included as Appendix 3), which include directionality of print, participation in read-alouds involving rhyme or rhythm, and drawing inferences from a story. Increasing readiness to read is a big part of what makes kindergarten valuable.
- (2) Reading instruction should continue as long as any student is working below grade level. While most readers will not need reading instruction given separately from regular academic subjects, the failure to provide reading to those who are still struggling in the later elementary and middle school years—even high school if necessary—may create more dropouts. The Task Force heard about the pyramid plan for interventions, with an 80-10-10 split of universal intervention, targeted intervention, and intensive intervention for those continuing to struggle. Continued reading instruction sits at the top of the pyramid.

Appendix 1. Summary of Public Hearing Testimony

* indicates presentation materials are reproduced in Appendix 2

September 29, St. Louis

Steve Carroll, St. Louis Public Schools

The new superintendent, Dr. Adams, is implementing reforms; however, there have been at least three legislative actions since 2001 that have been “truly agreed to” but not funded. In 2001, when the General Assembly adopted an afterschool reading retreat, the St. Louis Public School District wanted to hire tutors to work with students who had difficulty. The Department of Elementary and Secondary Education requested \$10 million to fund the program, but it was never funded. In 2005, the General Assembly permitted SLPS to raise the dropout age from 16 to 17; there are now hundreds of 16-years-olds who could have dropped out, but haven’t. SLPS has alternative classrooms for people who do not like traditional programs. Three alternative schools (Bluett, Lyons and Fresh Start) have been created. Special Administrative Board member Richard Gaines pushed to spread Alice Roach’s attendance improvement strategy at Carnahan School districtwide. The high student mobility rate is a challenge for students moving around the city. The program guarantees that students will be able to stay in the school for that year. The district wants to continue the program for next year; it has been in place for two years. It is funded by a 60/40 share, with the state paying 40%. In rural communities, everyone knows everyone else and can help guide a struggling student, but in many urban areas, a student will lose hope when he or she gets behind and there’s no caring adult to talk to. Concentrated poverty has toxic effects. One method of prevention would be universal preschool, starting with three-year-olds.

Bill Elder, Office of Social and Economic Data Analysis*

The OSEDA at the University of Missouri can help drill down into school district data. The teen birth rate, after slowing for several years, has trended upward again recently. The achievement gap among racial and ethnic groups is proving to be stubborn, and with the current economy, we can’t afford to let it continue. Persistent unemployment and lack of competitiveness hurts us all. Illiteracy hurts the literate.

Right now, we “create” dropouts by the end of third grade among those who cannot read at grade level, but we don’t tally them until tenth grade, when they actually drop out. If McDonnell Douglas did quality control the ways the schools do, nobody would ever dare get on an airplane. Students have trouble reading, get frustrated, and then leave when they can. Hope doesn’t come cheaply for students. With self-esteem, the lynch pin is the locus of control. When students feel in control of their futures, they are incentivized to stay in school.

Sean Nichols, principal of the Fresh Start Academy*

Fresh Start is an alternative school in the SLPS. It has been very successful by bringing students back to school and giving them the tools to graduate. This year’s goal is 100

graduates. About 80% of the academy's graduates go on to postsecondary school. The academy "double-doses" students' weak areas with two math classes or two reading classes. Dr. Adams has instituted a ninth grading reading class.

Felicia Davis, Lori Wagner, and Eric Martin, students at Fresh Start Academy

Ms. Davis had problem attending school because of violence. She has graduated and attends St. Louis Community College at Forest Park. Ms. Wagner lost credits when she transferred from parochial school to public school because of a dispute over unpaid fees. Mr. Martin is now president of the student body but had dropped out as a senior and was too proud to go back for a while. He was initially skeptical.

Tom Ogle, Department of Elementary and Secondary Education*

Several different ways of counting dropouts and calculating the dropout rate exist. DESE has used the National Center for Education Statistics definition for about 20 years; thus their rates are consistently calculated over that time. Dropouts are counted as such when they were enrolled at the end of the previous school year and do not return at the beginning of the new school year and did not graduate, transfer, die, become hospitalized or undergo suspension. It is frequently hard to determine if a student has really dropped out; most students gradually stop coming to school, and sometimes it is difficult to determine if a student really transferred. Also to prove that a student didn't drop out, the school district needs to know where the student transferred and receive proof that the student is attending classes, which is often quite difficult. The new MOSIS unit-record system now permits identification of actual individuals rather than aggregates, so closer tracking will be possible. The system lists promotion, retention, graduation, and dropped out as options.

Mark Claypool, Ombudsman Educational Services*

Mr. Claypool's company provides alternative school services in 120 districts in 14 states at an average cost of about \$6000 per student. They are a private, for-profit company, which partners with public schools to provide services to a school district that it is currently not prepared to undertake.

Ruby Curry, Wendell Covington, and Josh Golden, St. Louis Community College "Gateway to College" program*

Forest Park's program is part of a nationwide network of 24 programs that provide dual credit for high school and college as a form of intervention. If you change environments, you change expectations and behaviors. Gateway to College provides a close-knit community of students who are referred from high schools. Strong adult and peer relationships are the key, along with relevant content. The grant for the program is \$350,000, and the cost per student is about \$5000.

Tim Lewis, University of Missouri-Columbia*

Dr. Lewis explained his interest in modeling schoolwide positive behavior. Schools that he works with focus on improving social skills and identifying high risk students early. Teachers in those schools learn to change their own behavior first to model positive

behavior. The idea is to increase positive behavior, rather than eliminate negative behavior. Typically, about one to five percent of students need intensive intervention, five to ten percent need targeted intervention, and ten to ninety percent benefit from universal behaviors, which need to be on a continuum, not separated. However, it's a mistake to assume that the system is permanently fixed; you need constant practice to sustain behaviors. By practicing these behaviors, students perform much better in school and tend to stay enrolled longer.

Tim Decker, Division of Youth Services*

Missouri's juvenile justice system is well thought of nationally and just won the Innovations in American Governance Award from Harvard. Virtually all the youths in DYS custody are dropouts or well on their way to being dropouts. These students are diagnosed with disabilities at between two and three times the rate of an average school district, and nearly half of the students have had some form of mental health diagnosis. In 2008-2009, the DYS schools produced 382 GED recipients. Virtually all of the students want to succeed, but the cumulative effect of multiple disadvantages takes its toll. Programs don't change people; relationships do, so DYS uses the "circle up" method to take time to address concerns before they develop into problems. Do we recognize the irony of suspending students for absence or truancy? Students require multiple pathways. Now that the dropout age has been changed to 17, we should permit students younger than 17 to take the GED. The culture of the school is as important as academics. Community schools that serve as magnets to draw in the community for services would be helpful.

Franc Flotron, Missouri Charter Schools Association

Before drafting any legislation, strong and thorough consideration needs to be given to incentives and disincentives for behaviors. For example, it is possible that No Child Left Behind has raised the dropout rate as it requires increased focus on test results and less time for individual attention. Cheri Shannon, the new director of the Missouri Public Charter School Association, would be glad to talk with the Task Force. While there may be funding sources in the federal stimulus "Race to the Top," attention needs to be paid to how to sustain efforts after the stimulus funding is depleted.

Samuel Thompson, former SLPS employee

Teachers need more support and students need more male role models.

Christi Griffin, The Ethics Problem

One in four Black children under the age of 14 has a parent in custody. We need to pay attention to how incarceration of adults affects their children. The incarceration rates need to be given attention. In the African-American and Hispanic community, there is a disproportionate rate in incarceration. The US has one in 100 people who are behind bars and about one out of 10 black men are being supervised by the state. Corporations are profiting by prisons. For virtually every prison event, there is a child. Over 2 million children in the US have a parent who is incarcerated, which develops anger in the child. If the parent is incarcerated, the child's chance of incarceration goes up by a factor of six.

Linda Okpaleke, SLPS employee – social work supervisor

Ms. Okpaleke has worked with thousands of dropouts, those who are thinking about dropping out, and those who are recovering. She has worked with parents and found that the focus is very important. Her experience has showed her that parents don't primarily focus on their children.

There is a need for more data such as survivors of a suicide attempt, environmental problems, lack of parental involvement, children caught up in the juvenile detention system, and those who have problems with anger management. The curriculum, starting in Kindergarten, should mandate the teaching of manners, anger management, and social skills.

The state can mandate no classroom sizes above 20. The mentality that alternative schools are for bad children should be changed. There is a problem with the amount and direction to the money for the public schools. So much of the problem could be helped by parents and if they aren't going to get involved on their own, there should be incentives for parents to get involved in their children's education such as money or food.

November 13, Kansas City

Alan Dubois, One to One Director

Mr. Dubois served at the Genesis school for 31 years and is now a volunteer. The Genesis school started as a Vista project and ended as charter. He believes that stakeholders need to grasp the magnitude of the dropout problem. Out of all 500 plus districts, seven or eight have a significant problem. Rather than looking at the issue as pro and anti charter, it should be reframed as a retention and achievement issue. Law enforcement sees the problem every day; the police chiefs of both Kansas City and St. Louis will meet with anybody on the public safety aspects of dropping out. A large factor leading students to drop out is their inability to read. Teachers play such an important role that their excellence needs to be sustained. We could make a large change by giving teeth to 167.164, RSMo, concerning the continuation of education after suspension. In Kansas City, out-of-school suspensions outweigh in-school. When a student loses credit and doesn't want to go back, it also affects younger siblings. One source of help is community partnerships which can provide the necessary resources. Government can also help by removing barriers one layer at a time.

Tony Stansberry, Area Supervisor, DESE

As an area supervisor for the Department of Elementary and Secondary Education, his office supports 43 school districts in 6 counties and 18 charter schools. The situation is bad; in St. Louis and Kansas City, a ninth-grader has less than a 40% chance of graduating from high school. DESE's goal is to decrease the dropout rate to three percent by 2011. "Graduation Matters," which started as a southwest Missouri program, is going statewide this year.

Crosby Kemper III, Kansas City Public Library

Mr. Kemper chaired the commission on the future of higher education and founded the Show-Me Institute. As the CEO of UMB, he found it hard to find qualified employees. The Kansas City library is becoming a community center which can help decrease the dropout rate. The school district has been dysfunctional, with pockets of excellence, making it hard to have sustained good relationships at the administrative level. The district has high levels of poverty and family breakdown; poverty is not as important as family breakdown, and the government can't do a lot about broken families. In charters, the KIPP schools offer the best model with a longer day and year. The school mandates additional academic content with reading and math being taught as early as possible. There are also absolute standards for promotion to the next grade. A crucial step of reform is teacher training. Additionally schools should have higher standards and better mentoring programs. On the federal level, Race to the Top and NCLB will fade. Constructive play for children up to three years of age, as described by John Brewer of the McDonald Foundation in St. Louis, brings good social consequences more than academic consequences.

Mary Jo Draper, City of Kansas City Dropout Prevention Committee

Kansas City held a summit on October 5, 2009, for which Ms. Draper was lead facilitator. With around 400 participants, awareness was not a problem, so they focused on making action commitments in coordination with the school district. The summit's key outcomes were:

1. Need for coordination of dropout prevention to let people know what is needed.

2. Focus on parents and community involvement.
 3. Get into mentoring/tutoring early; and peer tutoring is especially good.
 4. Business involvement can clarify how education pays off.
- Kansas City is working on a Youth Master Plan, similar to the effort in St. Louis, which encompasses dropout prevention.

Jan Parks, City of Kansas City Dropout Prevention Committee

Ms. Parks represents Moresquare, a 21-church group for equity, formed in 2006. In 2007, they realized dropout prevention is a key issue. Their familiarity with the principles of America's Promise (caring adults, safe places, healthy start, effective education, opportunity to help others) led them to revitalize their adopt-a-school program in 2008. They sponsor a charter school, Hope Academy, for 16- to 21-year-olds for dropout recovery, using three 4-hour blocks each day.

Michelle Metching, City of Kansas City Dropout Prevention Committee

Ms. Metching is the dropout/truancy manager for the Kansas City school district. She asserts that if schools don't have a program to keep them in, it doesn't do any good to bring students back. The new data system, MoSIS, requires tracking students to their next school, but the shift to the new system created an artificial bulge in the statistics. Efforts to clarify the data brought the district's 42% dropout rate down to 21%. Parents need to understand that they can demand that their child stay in school. It is difficult to get social services or law enforcement to help enforce truancy laws. In a weekly Thursday evening phone bank, the NAACP phones selected withdrawn students.

Carlos Salazar, City of Kansas City Dropout Prevention Committee

Mr. Salazar is the president of United Way, which has been providing safe and trusted out of school time. They are collecting data for locating where needs are and what is working.

Dr. Marjorie Williams, Superintendent, Hickman Mills School District*

Dr. Williams' district, Hickman Mills, is 78% black, 62% free and reduced price lunch. It is the second largest urban district in the state. Hickman Mills has an 86.2% graduation rate and good attendance at all schools. The dropout rate is four percent, but it is a very transient district with many homeless students. They use in-school suspension, a recovery program called "Plato Learning," the GED Options program, Head Start and early childhood special education. They need universal pre-K to combat the chronic opportunities for failure.

Diedre Anderson, Director of at Risk Programs and Grants, Hickman Mills School District

Ms. Anderson is the director of the district's at-risk programs. She would like to see the compulsory age extended down further to ensure kindergarten. An extended school day would be great way to partner with the community. School districts need a way to marry funds from other agencies.

Dr. Bernard Franklin, President of Kansas City Metro Community College at Penn Valley

The remediation rate for Kansas City students at Metro is about 90%, which is also the same percentage of urban black young men who don't have a father at home. Education is seen as a female environment to be reacted against. We are on the verge of producing an underclass that is

incapable of participating in modern life. Gender-based classes or buildings could offer a solution. Kaufmann and other foundations have not forced communities to be used in education.

Dr. Franklin would like the General Assembly to push foundations to ring the bell for education every time they contact a child. The community college needs to focus on certificated skills for work, but it gets pushback from the community when it starts offering more vocational courses.

John Alvendia and Robin Mussa, Star Academy Dropout Prevention Solution*

Star Academy offers real world career linkages to more than 8 million, who have been exposed to their products. They started with science project kits 38 years ago. Their goals are to reduce dropouts by targeting overage eighth and ninth graders to be back on track by 10th grade. They create a school-within-a-school. They use results-based education. The school clarifies goals and the steps to attain the goals with the students.

Sunny Deye, National Conference of State Legislatures*

Ms. Deye is the NCSL's high school issues specialist. NCSL has produced a joint publication "Accelerating the Agenda" with the National Governors Association and the Council of Chief State School Officers. Yearly, nationally, 1.3 million don't graduate on time. Lower earnings and higher social costs result in a \$335 billion loss over their lifetime for one year's dropouts nationally.

Becky James Hatter, President of Big Brothers and Big Sisters, Eastern Missouri

If it's predictable, it's manageable. We know what the early warning signs are: A, B, C—absence, behavior problems, classroom performance. Dropout prevention can't be episodic; it must be long-term and systemic. BBBS started collecting lots of data on the problem. When parents sign permission slips, data is used to spot patterns. The St. Louis Public Schools are now using the program for 800 students. Wells Fargo developed the ABC Intelligence Tool for this program. It has a predictive index for the most at-risk, which will be used to expand the program in St. Louis. Big Brothers' match for the data collection is \$1,200 per year.

Gene Reynolds and Sam Gulotta, ACE Learning Centers*

There are 18 ACE centers and they have adopted the "Graduation Matters" theme. They are nontraditional schools focusing on achievement, commitment, and excellence. They have helped 2000 students graduate through creating a good school climate and a credit recovery program, with a student teacher ratio of 6:1 and weekly conferences. Their program uses teacher-facilitated, computer-assisted mastery learning, with open entry and exit. The software is responsive to time and correctness of student answers. They work with the St. Louis Job Corps.

Pamela Pearce, Genesis school director

Students who are over-age need flexible programs, individual learning plans, and an early warning system. Few programs exist for those who are age 21 or higher because there is no funding stream for them. Also, there is no community center for dropouts, and because often they're uncomfortable in schools, it is difficult to use a regular school as an outreach site.

November 20, St. Louis

Lance Corporal Reese, Roosevelt High School

Students who are also teen parents are embarrassed. There is a perception that school's too hard, there is negative peer pressure (especially for gang membership), and distractions from bad school climate. ROTC helps students by providing structure and camaraderie. Most students want to succeed, but some think they can drop out and get a GED. It's hard to come back to school. ROTC helps show that success is much easier when a student stays in school. At Roosevelt, students test each other constantly. If a student is succeeding academically, some other students become jealous and begin to react.

Corporal Grand, Roosevelt High School

The corporal stopped attending school for about two months, because she left her home. She kept telling herself she could do better than that. She admitted to being plagued by self-doubt; however, she recognized that she needed to believe in herself. Sergeants in ROTC keep the students motivated. Most students do care.

Mst. Sgt. Isaiah McHellen, ROTC instructor, Roosevelt High School

The ROTC program has about 100 cadets. Lack of parental involvement, peer pressure, teen pregnancy, inability to see value in education, jobs, dysfunctional family, falling behind, drugs, and gang involvement are all causes of dropping out that he learned from his students. Teachers can't make people care, but they can hold people accountable, like getting students to school. If a student is late, he or she can't get into school without a parent. Everyone needs to focus on freshman and sophomore years. When parents are inconvenienced, they pay attention. There is a need to remediate before graduation: 32 credits in 4 years, 24 needed to graduate. Incoming assessments send students to remediation if it is appropriate. Kids who can't succeed become disruptions, and that affects everyone. ROTC is used as both leadership training and intervention. It teaches coping skills. The Roosevelt principal stresses that students need to know they are cared for. ROTC prepares them not only for the military, but also for effective citizenship. ROTC identifies students who are falling behind and initiates peer intervention, and math and English intervention. The English class is helped by UMSL on Reading 180. ROTC is an organization with a purpose. Other cliques exist to exclude others. ROTC is inclusive and voluntary to focus on goals and develop a map to reach goals.

Byron Clements, Local 420, Vice President of regional American Federation of Teachers

There are similar ROTC programs in other schools. Schools need to use in-school suspension and re-open alternative schools that have been closed. The police chief has called for public pre-kindergarten education as a way to decrease the dropout rate. One dollar spent on pre-K education saves the state seven dollars in incarceration. Some of the factors that lead to a slow start for students are lead contamination and lack of nutrition. Fifty-six percent of three-year-olds are not in daycare, pre-K, or any other program, which starts these students at a three-year deficit. Another way to help would be to expand full service schools like Superintendent Adams is working to do. The SAB has voted to support vocational/technical learning in the St. Louis Public Schools. There is a nursing shortage, so Gateway used to be a feeder for LPN programs.

Another program to expand is building trades and green construction. If a student chooses not to go to college, he or she still needs a quality education.

Another help would be to get retirees to go back. The group of thousands is pretty active; however, social security and pension issues can suppress turnout. The AFT plan is data driven and research based. AFT sees the lobbyists at work, especially working to take public dollars and spend them in private areas. There needs to be a reasonable accommodation between economic development and education. SLPS public supports tax increases. Special tax increase for pre-kindergarten might be the issue. Having a longer school day and year might help; however, it is difficult to implement. The district has tried in the past, but parents push back. One of the causes is that the schools are not air-conditioned and often very hot during the summer. The teachers union is willing to look at longer days, but they don't believe it is a magic bullet.

The union has a five-point plan that addresses push-outs and out-of-school versus in-school suspension. Social workers and counselors are needed for the program to work. There is a need to address behavioral problems through ISS. SLPS is negotiating to bring social workers into community schools. The referral program is looking at families, too, for family counseling. Real alternative schools help. Alternative schools should not become warehouses.

We have to address whole testing program. In states where it has been eliminated, it has had some unintended consequences, like inability to graduate, ultimately. Reading is best addressed early.

Peter Downs, President of the Elected Board of St. Louis Public Schools

In 1997 the dropout rate was at 21.7%. That was lowered every year so that by 2003, it was at 6%. Part of the success was having an attendance officer for each school to find the missing kids. The officers would identify the students, talk to them, visit their homes, and create connections to support them. 2003 was a year of budgetary withholdings, and one of first things to go was 9th grade specialists and eventually all attendance officers. Ninth grade wasn't the problem—the problem was students who turn 16 and drop out, especially if they had been held back once or twice. Raising the dropout age hasn't really helped. Many target schools are above the threshold rate. An attendance officer has a very labor intensive position. A community service obligation helps prevent dropouts—it brings them responsibility and therefore respect.

William Parker, SLPS Executive Director of Parent and Student Engagement

The SLPS is working on multiyear plan, in an office just created this year. The problem can be solved with specific accountability. The district will have weekly task force meetings on data collection, results, and processes. Buildings will also have site-based panels, including monitors. The high schools already have these. Data need to be collected and reviewed in a timely manner, and we need to get options for return to school.

The problem doesn't start in high school. The retention rate, special education referrals, and other barriers create dropout potential. The district will be looking at attendance patterns in elementary schools. Also, the district is working with courts now to revitalize truancy

initiatives. It is looking at re-deployment of existing resources for more effective use and to use information proactively rather than reactively. There is a need to revisit our promotion and retention policy. Nobody likes social promotion, but when you have a 14-year-old in a fifth-grade classroom, you've got a problem.

ACE and Fresh Start programs work to get students off the streets and back in the classroom, which in turn provides the school more funding. ACE has 6 sites, with 400 seats. In 2008 it served 700 students. The Fresh Start program at Turner Middle School graduated 227 students in 2008, 56 last year, 100 this year. If students dropped out between the ages of 17 and 21 years with 16 credits already earned, they can work to get their GED and a DESE diploma. We know there's more to be done—that's part of the plan to develop new options. The district agrees that a longer school day/year could be viable, but the plan would still need work to be accountable with the time they already spend.

The SLPS over-diagnoses students for autism in special education. Mr. Parker's personal belief is that good teaching helps more than anything. What matters is how students are served, not how they are diagnosed.

The key to recruiting and retaining good teachers and encouraging poorer teachers to leave is more accountability.

Bill Wilkerson, Mathews-Dickey Boys and Girls Club*

The Mathews-Dickey Boys and Girls Club has been in existence 50 years. The founder visited Oprah's Boys and Girls club in Tallahatchie and noticed lots of dropouts. He drove around St. Louis and he saw the same thing. These kids should be in school but they're not, so he asked, What's wrong?

The best research on the topic is called Silent Epidemic by Robert Balfanz. There are 2000 dropout factories nationwide. Fifty percent of Black students drop out of school. There is a vaccine available, if we administer it.

Missouri has 22 dropout factories (40% of student leaving school), mostly in the Kansas City/St. Louis area, with more teetering. In a couple years, the state may have as many as 50. The lost lifetime earnings for one year's population of dropouts is five billion dollars. If a student drops out, he or she is 3.5 times more likely to be arrested and 8 times more likely to be incarcerated. That state would save \$147 million if the graduation rate was increased by 5%. If the graduation rate was increased by 10%, 74 murders would be prevented. On a per student basis, it costs \$9,644 to educate compared to \$22,600 to incarcerate. The highest dropout rate in the state is 42% at Sumner. The causes are life events—something happens outside school--pregnancy, arrest. Fadeouts are promoted on time but have become frustrated and bored, and see no relevance to school. Pushouts are perceived as dangerous to school. Suspension without alternatives is a dead loss since it starts to put the student behind.

People know what the red flags of dropping out are and can start to identify students early. It is important to focus on middle school since dropouts begin the process in those years. Seventy-

five percent of dropouts are identifiable by ninth grade. They do want to graduate, beneath all of their problems. Mr. Wilkerson reiterated the A, B, C's: attendance, behavior, course failure.

The Balfanz plan notes that the community needs to understand crisis. There is a need to develop plan that focuses efforts at key points. It is essential to gather resources for comprehensive and sustained campaign.

Reach Out, St. Louis is the MDBG's Club's campaign, which was sent to Balfanz, who has approved it. It suggests a three-tier approach at each school. You need people to customize and continually improve; you can't just dump the approach on the principal and expect results. The Club supplies a resource person who gets needs from communities. It is important to have university partners for schools for professional development and have churches partner to handle parents. St. Louis is going to have a charter school for the homeless (Shearwater). Company partnerships help students understand the relevance and engagement of education. To ensure security, there should be police cooperation and a police contact for each resource director. Fraternity, sorority, alumni of the school and sports figures all could get involved.

Students at risk need tutoring, family counseling, and job preparedness. Dr. Kelvin Adams had these goals in New Orleans. The school district needs software, the Dropout Early Warning System (DEWS), which costs \$2.4 million. The system will highlight which students are at risk, and they can then receive tutoring and training. The software is needed for Kansas City and St. Louis, which would let outstate districts have access as well. Facilities wise, the schools need updated computers and labs.

Dr. Judy Cochran at UMSL reviews benchmark tests and develops a unique program for the student with the teacher. The tutors are tested, monitored, and paid. Family counseling and support (UMSL again, working with Normandy High School and SLU) are also useful.

In order to prevent children checking out as early as third grade, it is important to put together a five-year program to dip down one grade at a time. Dr. Nicastro should add this into the Race to the Top application. Schools are doing as much as they can without money right now.

Sally Gaines, Program Development Specialist, Children's Division in the Department of Social Services

In August 2008, a task force established to study youth aging out of foster care. It included 17 experts and stakeholders, 6 youth, 4 in care and 2 aged out. The taskforce met 8 times between August 2008 and May 2009 to develop recommendations. The findings pertinent to education were:

- The lack of consistency between schools and districts means when you move, you're ahead or behind.
- The focus on life-skills has gone to individuals rather than group training.
- The state needs to appropriate for a tuition waiver for postsecondary education.
- DSS looks to other partners to help with aging out resources.
- Private partnership helps connect foster children to community.

- The foster care label means that some are labeled as trouble makers on that basis alone.
- The number one factor for success is a caring adult.

The State Youth Advisory Board would be happy to speak with the task force. She thinks that case management in schools is both efficient and plausible. SB 291 created a foster care liaison. Community schools could be helped if the task force could make a difference in how to pull together resources. This would give a roadmap of a way in.

Dr. Sharon Hoge, Director of Curriculum and Literacy Services, DESE

Dr. Hoge believes adolescent literacy is key and spoke to the task force more about literacy education than to represent DESE per se. Children can read as early as one, but that requires a nurturing environment and many kids arrive at school behind. Safe, supervised afterschool study is great for additional time on task. It's hard for the teacher to be the significant adult for every child in the class. The state doesn't have enough money to pay for large scale changes; however, it does have community resources which are key.

In a child's life, an adult needs to be constant. Overage students who have been improperly promoted are a significant risk factor for dropping out. We need to create a plan in first grade for these students, not later. The individual plan is what the strength is in SB 319. The students need early and constant monitoring.

Missouri is a local control state, which allows different communities to teach a differing curriculum. Support in their own district is needed to help in smaller districts, and DESE is working on curriculum frameworks for this.

For statewide comprehensive literacy, the state needs adolescent literacy to go from pre-Kindergarten to 12th grade. It is important to support teaching reading in middle and high schools as well. Students need a team-based approach for support as early as possible.

MAP matches proficiency of NAEP standards. It is the job of districts to make sure kids reach standards, and if they are dropping out, we need to do more.

It is possible to be behind in kindergarten if a child has never held a crayon or a book or had a conversation with an adult. These individuals are harder to teach, and teachers do have to differentiate instruction.

You can go through some motions of teaching a child to read, but it's easier if the child sees the value of it. Retention is generally better done at the end of kindergarten or first grade than later.

Mary Ann Kramer, SLPS Adult Literacy Program and Literacy Roundtable*

Dr. Rebecca Rogers has formed the Literacy for Social Justice, a life-spanning education organization premised on the question "Why did they let me leave?" These are kids, and we let them leave. It's our responsibility to ensure they stay in school and graduate with skills. The

Literacy Roundtable has hosted public forums on the ABCs of Adult Literacy. Virtually all school leavers regret it. Students have a right to an education per the state constitution and UN declaration of human rights. SB 291, which changed the age at which a student can leave school, is on-target.

The students who are pushed out are frequently in special education, with a minority who are overdiagnosed and minorities receiving discipline. Zero tolerance policies push students out. Her advice is to let teachers teach. No Child Left Behind works against this. Adult literacy requires individualized plans. Teachers need the flexibility and authority to select materials based on the students they have. It is crucial to start early.

Caroline Mitchell, YMCA literacy program

Some kindergartens test weekly, and label adequate or not adequate. You have to meet the students where they are. Students need continuing reading instruction past the third grade. They also need people who are committed to literacy in classroom and need them to have skills to teach reading. The state needs alternatives to using the criminal justice system to deal with discipline. Eighty-five percent of children in juvenile justice are low literate. We need to stop looking to replace groups because we characterize them as bad; we surely have some that are lacking in support. We need to look for multiple solutions so it is detrimental to pit public options vs. private options vs. charter options. There is a waiting list for adult literacy classes. Forty-four adult education programs in Missouri receive federal Workforce Investment Act funding. The adult literacy motto is “Whatever it takes.” The national average for funding provided per student is \$212. In fiscal year 2008, 52,000 students were served.

Charles Smith, Vice President of Missouri National Education Association*

The best way to address dropouts is by building relationships. These are fostered in small learning communities within the school or a class within a class. Teachers need time and training to build relationships with the students. Students need counselors, advisors, and advocates. An example is Mr. Smith’s daughter who wasn’t learning to read in first grade, and then was told she needed to be in special education because she wasn’t reading. In his opinion, she needed to be taught to read, she didn’t need special education. The school districts need to work with parents to help them better understand the steps they need to take.

He reiterated the early warning system: A, B, C. Teachers need to know how to take data and make it have results. The way to help the results: reduced class sizes, one-on-one tutoring, additional classroom time, reach out in first quarter of school year, provide credit recovery programs, provide collaborative time, include vocational technological courses, make connections with higher education, and show the relevance between school and the workplace. MNEA has a plan that includes 12 action steps towards graduation.

The school board is ultimately the boss; however, on the lowest level, it’s the teacher. For anything to work, the programs need administrative support, which comes from the school board. School boards should welcome assistance.

Dr. Sarah Chilenski, “In it 2 Win”

Dr. Chilenski works for the Missouri Institute of Mental Health, which is an affiliate of Mizzou’s medical school. Many groups are offering nontraditional programs, which use special interest and individualized instruction, and an accelerated schedule. While these programs generate interest, about half of the students who get tested won’t show up, and then about half of them won’t qualify. The student then experiences yet another failure. Virtually all dropouts trying to return to school have mental health or substance abuse issues. The state needs to support those students who have dropped out by assessing their needs and skills. Once the assessment is done, it is important to connect the students with the right program and services.

“In It 2 Win” has developed a program to do this. They focus on outreach and motivational interviewing. The program finds the students by data sharing with the SLPS. The interviewer draws out motivations so clients can identify for themselves what will help them stay engaged. The needs assessment is comprehensive—logistics, mental health, and substance abuse screening. “In It 2 Win” is marked by relentless follow-up.

Stephanie Krauss, President of the Shearwater Institute*

Ms. Krauss provided a handout describing the Shearwater Institute. It was established 18 months before the hearing, based on the premise that jobs require more than high school, and that society is losing a majority of students in urban areas who don’t have life skills. Students need to be ready for college, ready for work (with a core skill set), ready for success in adult life (family, budget, community, identity, etc.). The institute has many partners in creating its model.

Senate Bill 317 of 2009 states that homeless or youth in custody in St. Louis and end up with a county address are allowed to return to the district of last enrollment to attend the school that meets their needs.

College access for those who aren’t prepared isn’t assured. It is important for students to participate in half-day paid internships, half-day high school classes on a college campus, plus learning how to negotiate services. The longer school day and longer year helps the students. Additionally, students in the Shearwater Institute will be provided 529 education accounts, where the account will be matched with United Way funds for up to one year of community college tuition. This will allow students to attend community college immediately after they graduate from high school. Shearwater is getting the word out about the 529 accounts for youth most at need.

Legislatively, Missouri needs GED reform. The GED doesn’t do anything more than prepare students for the test. The Department of Labor should be connected to DESE/DHE somehow. Missouri needs strict criteria for WIA eligibility. It should include core skills for high growth industries such as allied health, biotechnology, and financial services. Life skills and independent living skills should be required. Graduation should be set on competency, not the amount of time a student sits in a chair. The system needs to get at dropout youth during the window of bottoming out.

The state creates a barrier for Shearwater for transportation; the Metro isn't a reimbursable expense. Shearwater has had to do fund-raising for the metro at the expense of \$1,000 per student. To help, the state is championing exploration of new models.

Terry Gates, President of the Hoenny Center for Research and Development in Teaching*

Mr. Gates provided handouts summarizing his study of A+ program peer tutoring. In Missouri, 274 high schools qualify, providing 750,000 hours of one-to-one tutoring annually. There are, on average, 141 diplomas per A+ high school annually compared with an average of 108 diplomas for non-A+ high schools. Wentzville requires its ninth graders to enroll in A+. The P-20 council should take advantage of this and promote more A+ schools. There are currently 7 schools in St. Louis that are trying to achieve A+ status.

Rep. Jeanette Mott-Oxford on behalf of Conscious Choice-Karessa Morrow

At Roosevelt High School, 198 girls signed up who aspire to go to college. The program provides help with applications, campus visits, and holds a "college shower".

Dr. Bill Elder – OSEDA, September 29



***Missouri High School Dropout Trends: The Rates
and the Demographic Context***

***Task Force on Dropout Prevention
September 29, 2009***

St. Louis, Missouri

Bill Elder PhD, Director
Office of Social & Economic Data Analysis (OSEDA)
University of Missouri

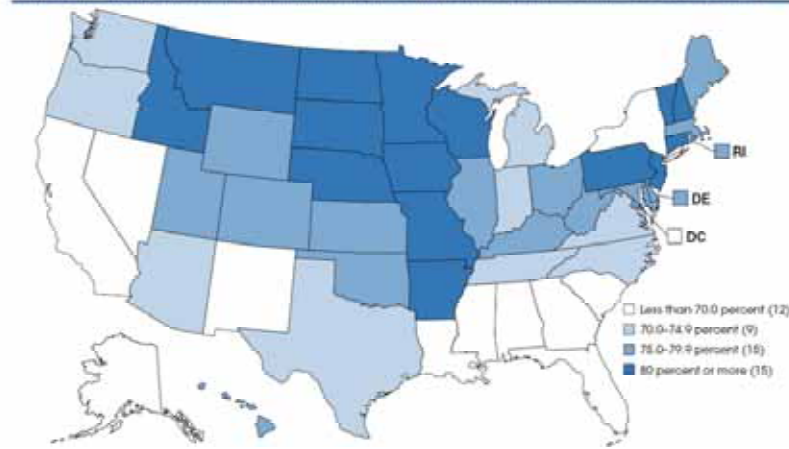


- ***Graduation Rates and Dropout Rates***
 - Comparative Context***
 - Disparities***
- ***Social and Demographic Trends and Dropouts***
- ***Economic Trends and Dropouts***
- ***Regional Diversity in Missouri and Dropouts***

Relative to other states Missouri is among the top 15 in Graduation Rate (81.1%)

U.S. 73.4%

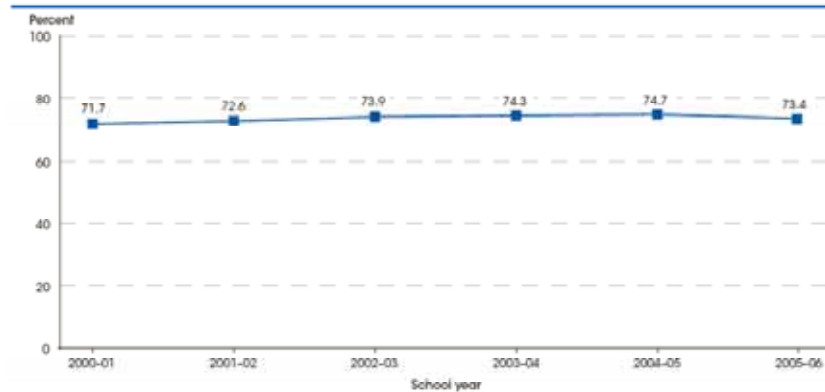
Figure 19-1. Averaged freshman graduation rate for public high school students, by state: School year 2005-06



Note: Not the 9th to 12th Grade Cohort Definition

Relative to other states Missouri is among the top 15 in Graduation Rate (81.1%)

Figure 19-2. Averaged freshman graduation rate for public high school students: School years 2000-01 through 2005-06



Plauty, M., Hussar, W., Snyder, T., Kena, G., Kiewit-Ramoni, A., Kemp, J., Bianco, K., Dinkes, R. (2009). *The Condition of Education 2009* (NCES 2009-081). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, Washington, DC.

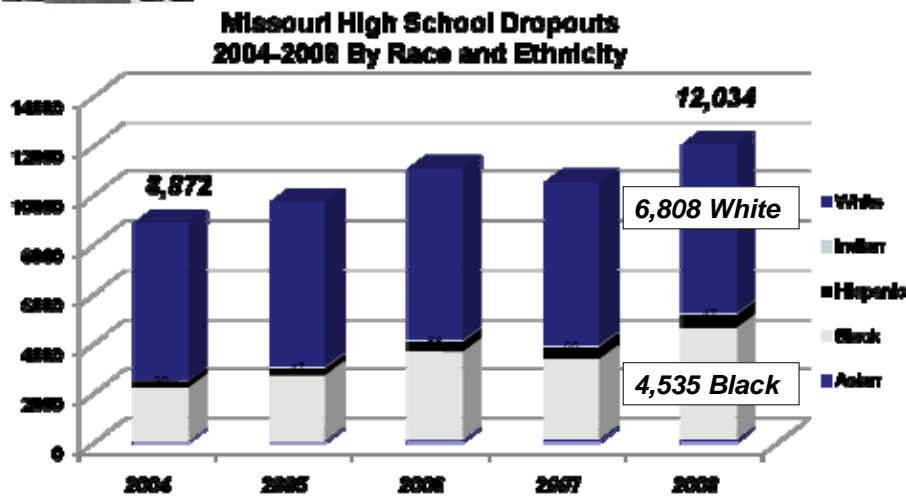
Overall Educational Attainment in Missouri

American Community Survey, 2007

Educational Attainment

Population 25 years and over Percent with	U.S.	MO.
Less Than High school graduate	16	15
High school graduate or higher	84	85
Bachelor degree or higher	27	24

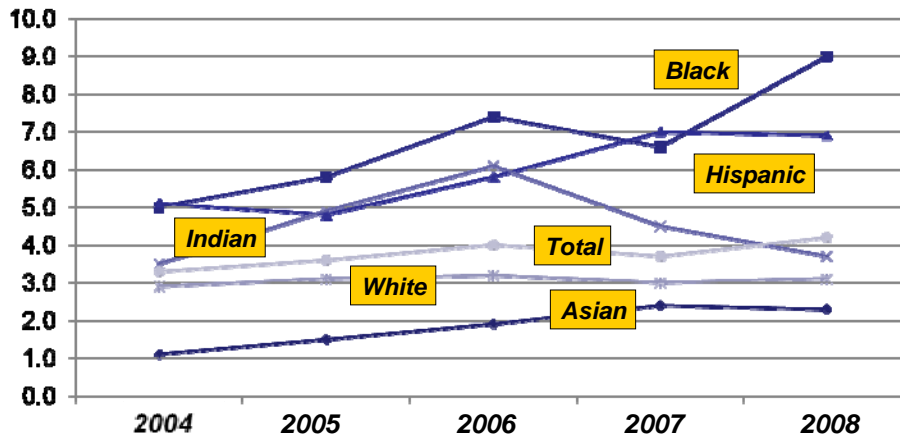
The Number of Missouri High School Dropouts Increased by 3,162 or 36% from 2004 to 2008



Source: DESE, 2009 School Data

Overall, Missouri rates increased modestly. Black & Hispanic rates are higher and increasing

**Missouri High School Annual Dropout Rate
2004-2008 by Race and Ethnicity**



MOSEDA Office of Social and Economic Data Analysis

University of Missouri Extension

Fifteen Percent of Missouri High School students (cohorts) do not graduate. Racial and Ethnic Disparities Persist

Missouri Graduation Rates by Race and Ethnicity, 2004-2008

Year	2004	2005	2006	2007	2008
Total Number of Graduates	58,040	57,838	58,435	60,200	61,752
Graduation Rate	85.6	86.0	85.8	86.3	85.2
Asian	93.7	94.6	94.7	94.1	92.2
White	87.4	87.6	87.8	88.2	88.3
American Indian	84.8	83.9	81.4	81.0	83.4
Hispanic	77.7	81.6	80.6	80.7	77.5
Black	76.5	77.5	76.0	77.2	72.2

Source: Missouri Dept. of Elementary and Secondary Education

MOSEDA Office of Social and Economic Data Analysis

University of Missouri Extension

Dropout Reporting Issues: Are Rates Really Higher?

- News analyses from around the country..
- Grade range issues
- Impact of federal reporting requirements

*Alliance for Excellent Education
suggests alternative measures...*

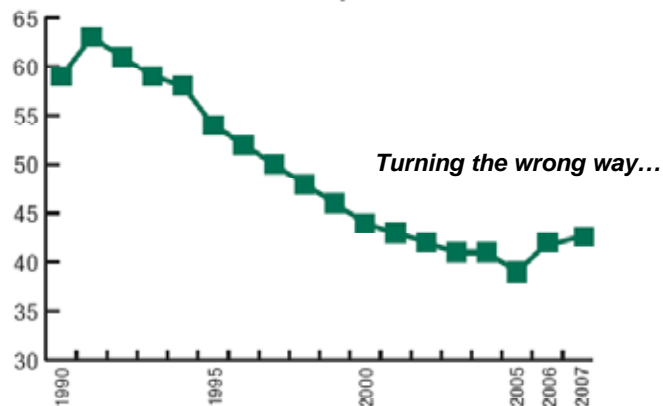
State-reported for NCLB:	86%
U.S. Dept. of Education:	81%
Education Week:	74%

11% gap between state and independent sources*

**Overall, DESE has the best data and
it is improving ...Missouri's New student
tracking system**

Critical Social and Demographic Factors

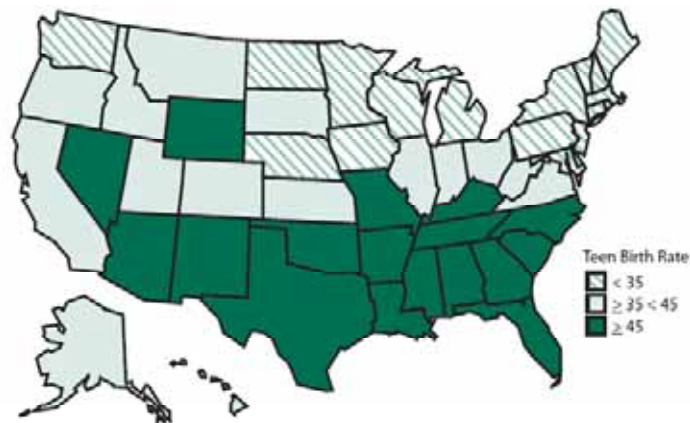
Teen Birth Rates, 1990-2007



Source: National Vital Statistics Reports, National Center for Health Statistics, 2002 and 2009.

A wide spread complex trend

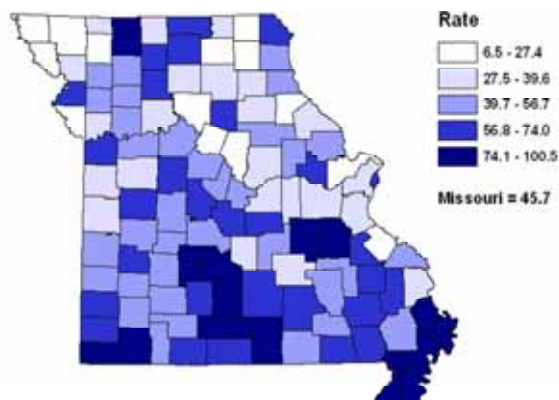
Teen Birth Rates by State, 2006



Source: National Vital Statistics Reports, National Center for Health Statistics, 2009.

Socially and Geographically Diverse Challenge

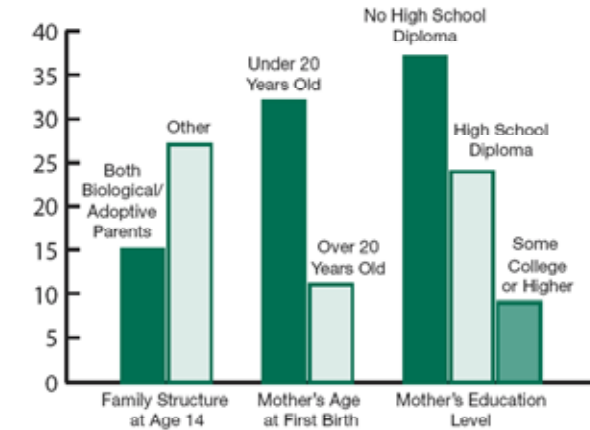
Births to Teens 15-19 per 1,000 Females 15-19 by County, 2007



Source: Missouri Department of Health and Senior Services
Prepared by: University Outreach and Extension, Office of Social and Economic Data Analysis - (MOSEDA)
Map Generated on 11/08/2008

Profound interrelationships with education and poverty

Probability of First Birth by Age 20, 2002



Source: Vital Statistics Reports, National Center for Health Statistics, 2004.

Profound interrelationships with education and poverty



Publication # 2009-10

4301 Connecticut Avenue, NW, Suite 350, Washington, DC 20008
Phone 202 672-6000 Fax 202 642-6420 www.childtrends.org

Ten Reasons to Still Keep the Focus on Teen Childbearing

By Emily Holcombe, B.A., Kristen Peterson, B.A., and Jennifer Markove, Ph.D.

March 2009

*Adolescent mothers have high probabilities of raising their children in poverty. **More than 40 percent of teenage moms report living in poverty at age 27** (Moore et al. 1993).*

*The rates are especially high among black and Hispanic adolescent mothers, **more than half of whom end up in poverty***

America's Perfect Storm

Three Forces Changing Our Nation's Future

- Divergent skill distributions
- The changing economy
- Demographic shifts



Educational Testing Service

www.ets.org

America's Perfect Storm

Three Forces Changing Our Nation's Future

- *Divergent skill distributions*
 - Flat NAEP scores
 - High school graduation slacking
 - Poor literacy and math skills
 - Race and ethnic gaps

America's Perfect Storm

Three Forces Changing Our Nation's Future

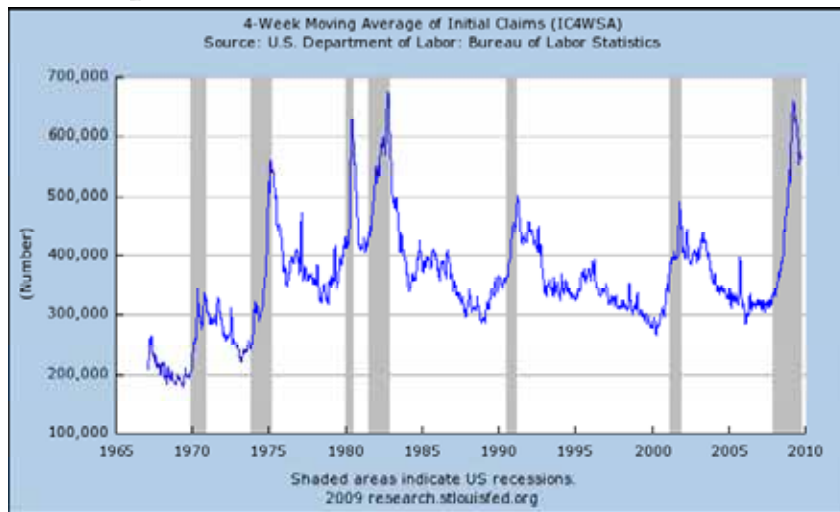
- *The changing economy*
 - Declining manufacturing – more service
 - Two thirds of job growth has been associated with college-level jobs
 - College grads earn 51% more than H.S. grads
 - Earning premiums reward education & skill

America's Perfect Storm

Three Forces Changing Our Nation's Future

- *Demographic shifts*
 - Labor force will grow more slowly
 - Impact of the ***baby boom..***
 - Dependence on ***International migration***
 - Increasing Hispanic population – with lower levels of educational attainment

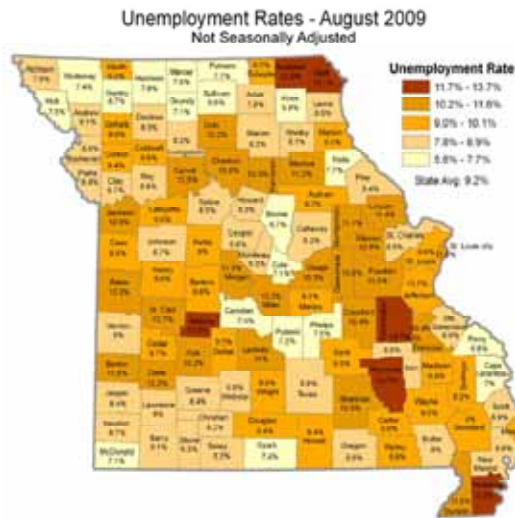
Challenging Times....



Challenging Times.... In Missouri



Challenging Times.... In Missouri Communities



Globalization

How *f l a t* the world is depends on
where your standing..and how
well prepared you are.....

- *The World is Flat – “new oil wells”*
-- Thomas Friedman
- *Making Globalization Work*
-- Joseph Stiglitz

Challenging Times....The New Sputnik

The New Sputnik

Thomas Friedman

New York Times – September 26, 2009

And when China decides it has to go green out of necessity, watch out.... You will buy your next electric car, solar panels, batteries and energy-efficiency software from China.

I believe this Chinese decision to go green is the 21st-century equivalent of the Soviet Union's 1957 launch of Sputnik

*Who will get the
Green Jobs
of the future?*

MOSEDA Office of Social and Economic Data Analysis

University of Missouri Extension

Large Competitive Shifts

Change in Population By State 2000 – 2008

U.S. Increase 22.6 Million (8%)
Six States account for 56%

Total Population 2008

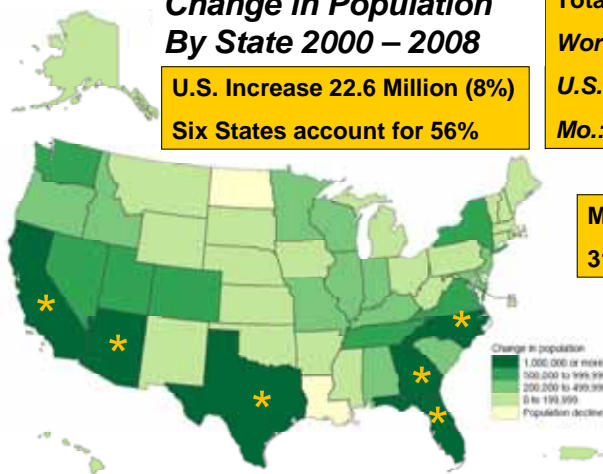
World: 6.8 Billion

U.S.: 304 Million

Mo.: 5,911,605

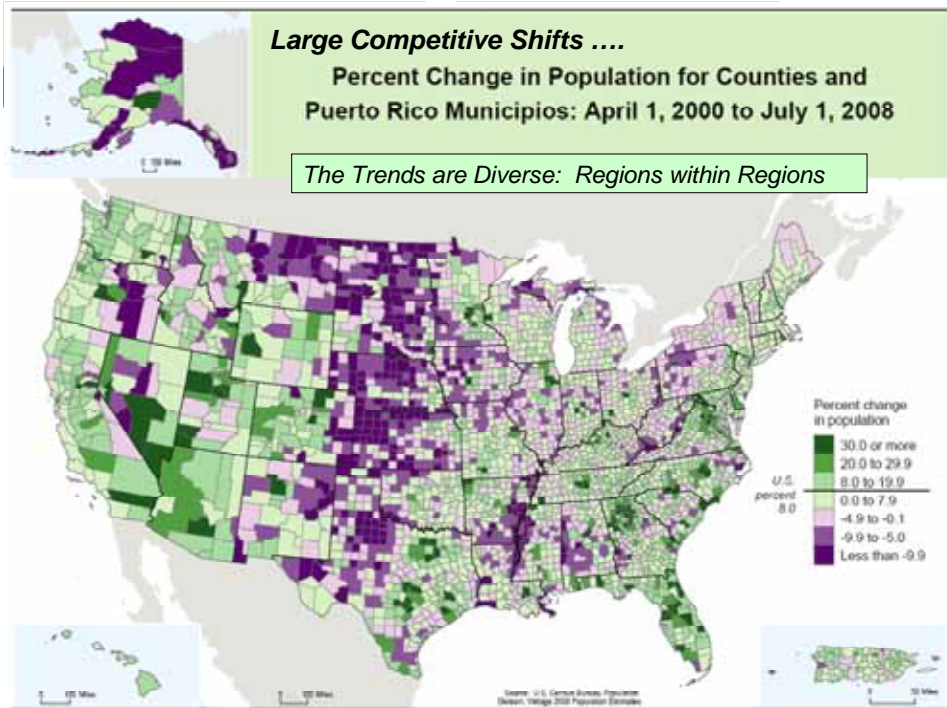
Missouri 5.6%

314,927



MOSEDA Office of Social and Economic Data Analysis

University of Missouri Extension



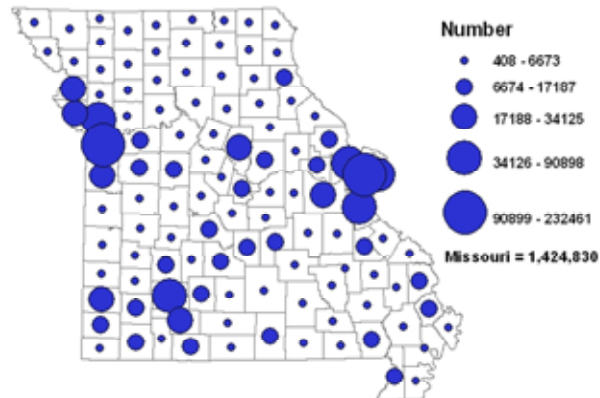
Regionally Diverse Opportunities for Growth and Development



Source: USOC, Bureau of the Census, Federal State Cooperative for Population Estimates, 2008
 Prepared by: University of Missouri Extension, Office of Social and Economic Data Analysis (OSEDA)
 Map Generated on: 02 Apr 2009

Regionally Diverse Opportunities for Growth and Development

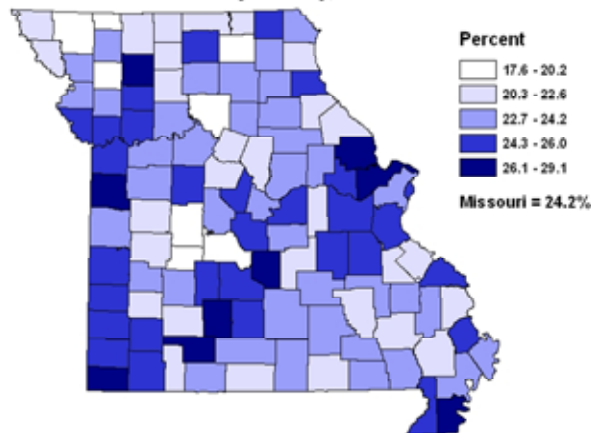
Child Population Under 18 by County, 2007



Source: Missouri Office of Administration, Budget and Planning
Prepared by: University Outreach and Extension, Office of Social and Economic Data Analysis - (OSEDA)
Map Generated on 11/08/2008

Regionally Diverse Opportunities for Growth and Development

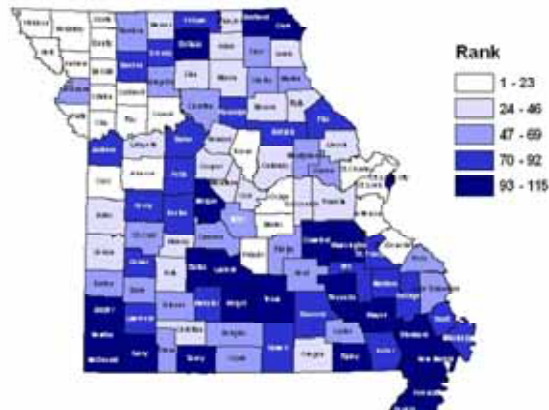
Child Population Under 18 as a Percent of Total Population by County, 2007



Source: Missouri Office of Administration, Budget and Planning
Prepared by: University Outreach and Extension, Office of Social and Economic Data Analysis - (OSEDA)
Map Generated on 11/17/2008

Regionally Diverse Opportunities for Growth and Development

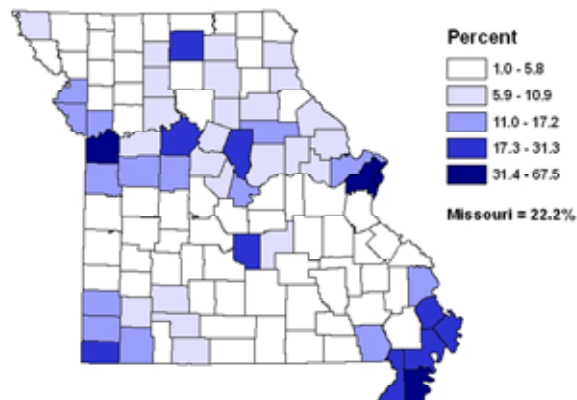
Kids Count Composite Rank by County, 2008



Source: Missouri Department of Health and Senior Services
Prepared by: University Outreach and Extension, Office of Social and Economic Data Analysis - (OSEDA)
Map Generated on 02/25/2009

Regionally Diverse Opportunities for Growth and Development

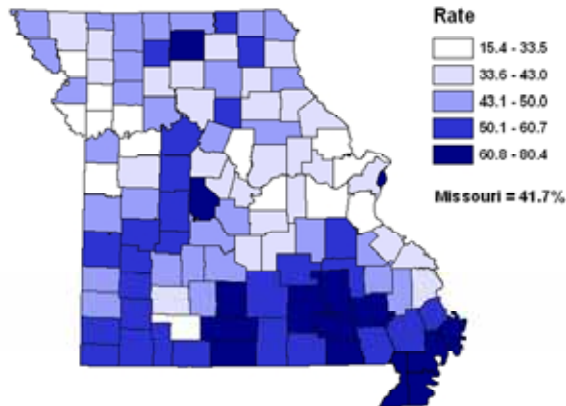
Percent Minority Child Population Under 18 as a Percent of Total Population by County, 2007



Source: Missouri Office of Administration, Budgeting and Planning
Prepared by: University Outreach and Extension, Office of Social and Economic Data Analysis - (OSEDA)
Map Generated on 11/08/2008

Regionally Diverse and Persistent Challenges

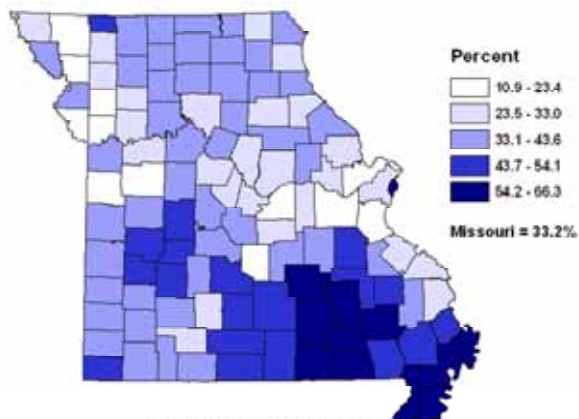
Percent Students Enrolled for Free and Reduced Lunches
by County, 2007



Source: Missouri Department of Elementary & Secondary Education
Prepared by: University Outreach and Extension, Office of Social and Economic Data Analysis - (OSEDA)
Map Generated on 11/03/2009

Regionally Diverse and Persistent Challenges

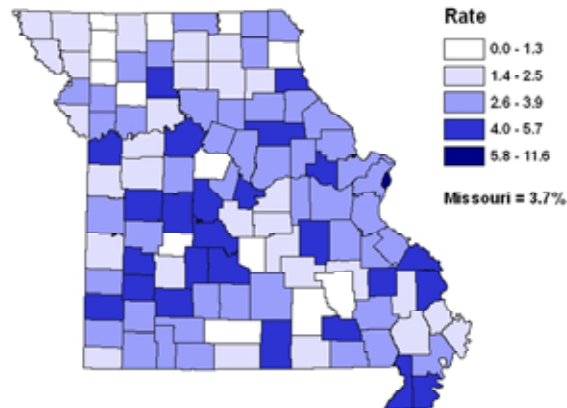
Percent Children Receiving Medicaid/MC+ by County, 2007



Source: Missouri Department of Social Services
Prepared by: University Outreach and Extension, Office of Social and Economic Data Analysis - (OSEDA)
Map Generated on 11/17/2009

Regionally Diverse and Persistent Challenges

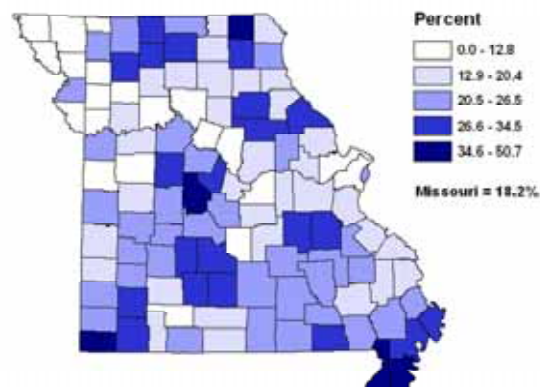
Annual High School Dropout Rate by County, 2007



Source: Missouri Department of Elementary & Secondary Education
Prepared by: University Outreach and Extension, Office of Social and Economic Data Analysis - (OSEDA)
Map Generated on 11/08/2008

Regionally Diverse and Persistent Challenges

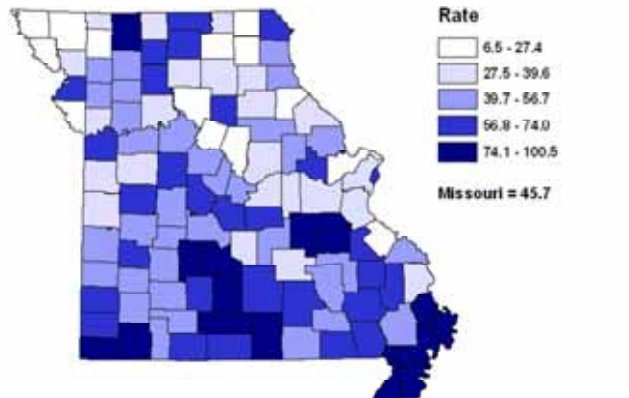
Percent of Births to Mothers with Fewer Than 12 Years Education by County, 2007



Source: Missouri Department of Health and Senior Services
Prepared by: University Outreach and Extension, Office of Social and Economic Data Analysis - (OSEDA)
Map Generated on 11/03/2008

Regionally Diverse and Persistent Challenges

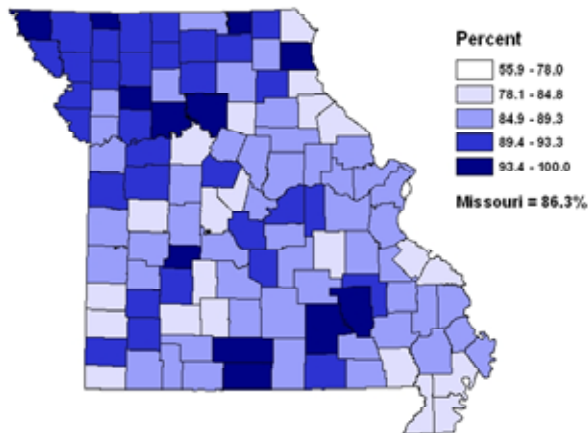
Births to Teens 15-19 per 1,000 Females 15-19 by County, 2007



Source: Missouri Department of Health and Senior Services
Prepared by: University Outreach and Extension, Office of Social and Economic Data Analysis - (OSEDA)
Map Generated on 11/26/2008

Regionally Diverse and Persistent Challenges

Graduation Rate, 2007

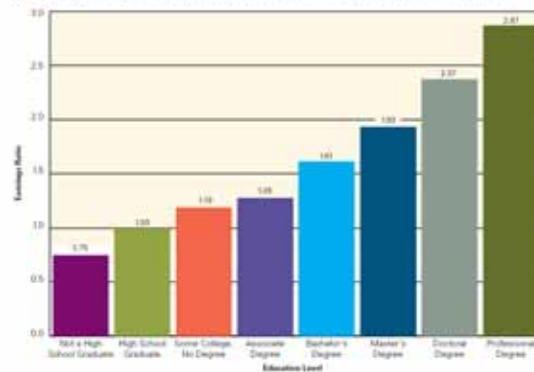


Source: Department of Health and Senior Services
Prepared by: University Outreach and Extension, Office of Social and Economic Data Analysis - (OSEDA)
Map Generated on 11/17/2008

Individual Benefits of Education

Financial Benefits to the Individual

Figure 1.2: Expected Lifetime Earnings Relative to High School Graduates, by Education Level

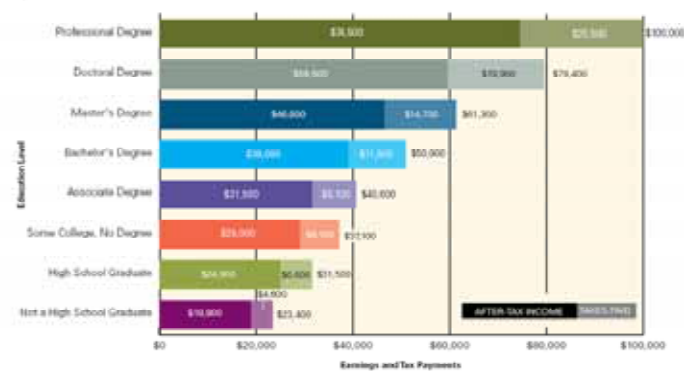


Notes: Based on the ratio of median 2001 earnings from ages 25 to 64 for each education level. Future earnings are discounted using a 1 percent interest rate to account for the reality that, because of degree returns, dollars earned in the future are not worth as much as those received today. Sources: U.S. Census Bureau, 2004; PISA, 2001; calculated from the authors.

Community Benefits of Education

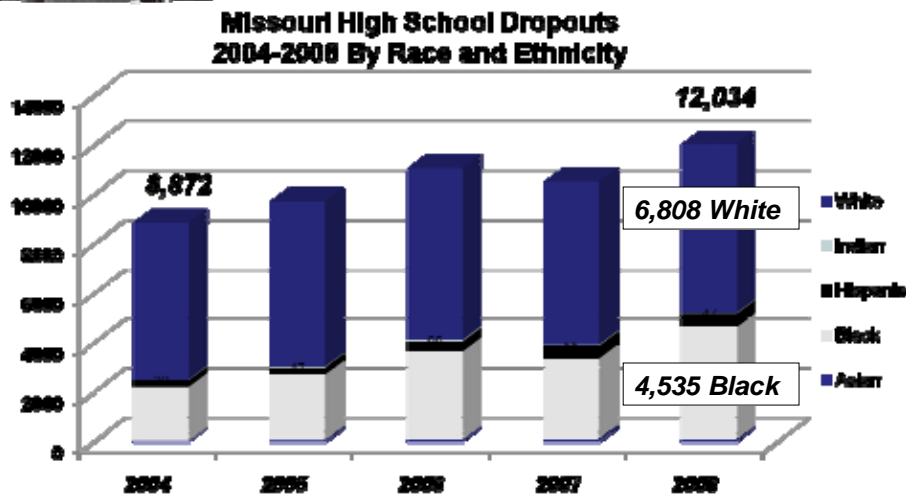
Education, Earnings, and Tax Payments

Figure 1.1: Median Earnings and Tax Payments of Full-Time Year-Round Workers Ages 25 and Older, by Education Level, 2005



Notes: Taxes paid include federal income, Social Security, and Medicare taxes, and state and local income, sales, and property taxes. Sources: U.S. Census Bureau, 2006; PISC-03; Internal Revenue Service, 2006; McIntyre et al., 2003; calculations by the authors. The bars in this graph show median earnings at each education level. The lighter segments represent the average federal, state, and local taxes paid at these income levels. The darker segments show after-tax income.

The Number of Missouri High School Dropouts Increased by 3,162 or 36% from 2004 to 2008



OSEDA Office of Social and Economic Data Analysis

University of Missouri Extension

Missouri High School Dropout Trends: The Rates and the Demographic Context

**Task Force on Dropout Prevention
September 29, 2009**

St. Louis, Missouri

**Bill Elder PhD, Director
Office of Social & Economic Data Analysis (OSEDA)
University of Missouri**

OSEDA Office of Social and Economic Data Analysis

University of Missouri Extension

Data Tables...

Missouri High School Dropouts and Rates by Race and Ethnicity, 2004-2008

Year	Race/Ethnicity	2004	2005	2006	2007	2008
Asian Dropouts 9-12	Asian	42	59	82	105	106
Black Dropouts 9-12	Black	2,177	2,647	3,573	3,254	4,535
Hispanic Dropouts 9-12	Hispanic	266	286	403	507	538
Indian Dropouts 9-12	Indian	30	47	66	55	47
White Dropouts 9-12	White	6,357	6,698	6,945	6,604	6,808
Total Dropouts 9-12	Total	8,872	9,737	11,069	10,525	12,034

Asian Dropout Rate 9-12 (%)	Asian	1.1	1.5	1.9	2.4	2.3
Black Dropout Rate 9-12 (%)	Black	5.0	5.8	7.4	6.6	9.0
Hispanic Dropout Rate 9-12 (%)	Hispanic	5.1	4.8	5.8	7.0	6.9
Indian Dropout Rate 9-12 (%)	Indian	3.5	4.9	6.1	4.5	3.7
White Dropout Rate 9-12 (%)	White	2.9	3.1	3.2	3.0	3.1
Total Dropout Rate 9-12 (%)	Total	3.3	3.6	4.0	3.7	4.2

Source: Missouri Department of Elementary and Secondary Education, 2009

Data Tables...

Graduation Rates, 2004-2008					
Year	Missouri				
	2004	2005	2006	2007	2008
Total Number of Graduates	58,040	57,838	58,435	60,200	61,752
Cohort Dropouts	9,739	9,438	9,653	9,584	10,715
Graduation Rate (%)	85.6	86	85.8	86.3	85.2
Total Number of Asian Graduates	868	851	1,027	1,036	1,025
Cohort Asian Dropouts	58	49	58	65	87
Asian Graduation Rate (%)	93.7	94.6	94.7	94.1	92.2
Total Number of Black Graduates	7,863	8,319	8,405	8,930	9,200
Cohort Black Dropouts	2,416	2,411	2,649	2,639	3,534
Black Graduation Rate (%)	76.5	77.5	76	77.2	72.2
Total Number of American Indian Graduates	189	193	197	222	272
Cohort American Indian Dropouts	34	37	45	52	54
American Indian Graduation Rate (%)	84.8	83.9	81.4	81	83.4
Total Number of Hispanic Graduates	947	1,080	1,264	1,370	1,498
Cohort Hispanic Dropouts	272	243	305	328	436
Hispanic Graduation Rate (%)	77.7	81.6	80.6	80.7	77.5
Total Number of White Graduates	48,168	47,395	47,542	48,642	49,757
Cohort White Dropouts	6,959	6,698	6,596	6,500	6,604
White Graduation Rate (%)	87.4	87.6	87.8	88.2	88.3

Source: Missouri Dept. of Elementary and Secondary Education
Core Data As Submitted by Missouri Public Schools

Fresh Start Academy



Basic Requirements:

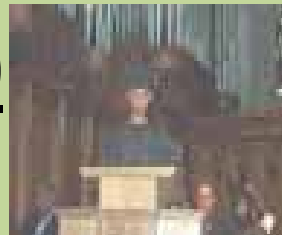
- 16.5 credits or less
- 17-21 years of age
- St. Louis city resident

Principal Sean Nichols

Fresh Start Academy Demographics



- Number of Students 250-320
- Number of Teachers/Advisors 10
- Number of Graduates in 2008 27
- Number of Graduates in 2009 56
- Graduate Goal for 2010 100



What Makes Us Successful?



- Providing student only what they need
- Greeting students when they enter the building
- Sometimes visiting homes
- Knowing students learn differently
- Customizing Learning
- Small Learning Environment
- Double Dosing Classes



9/29/2009

Fresh Start Academy Data

3

What Makes Us Successful?



- Flexible scheduling for students
- Resource centers
- Partnering with government agencies, day care facilities, faith based institutions, colleges/universities, and other institutions that support community achievement
- Helping students locate employment
- Teachers that want to teach alternative students



9/29/2009

Fresh Start Academy Data

4

What Makes Us Successful?



- Students attend school for three hours a day
- Students volunteer or work three hours a day
- More hands on experiences with students
- College Visits



9/29/2009

Fresh Start Academy Data

5



Challenges



- Academic challenges (leads to disruptions)
- Alternatives for students that are not good fits for the program
- Job readiness programs on site
- In house daycare for students
- Attendance
- Substance abuse (lingers in the classroom)
 - Curbing This (Getting students to collaborate)

9/29/2009

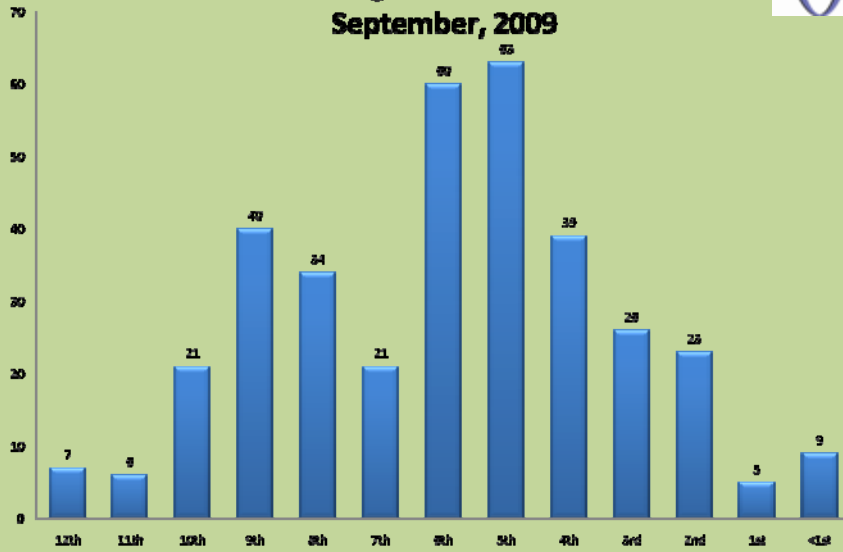
Fresh Start Academy Data

6

Note: The number of students that took the test for September, 2009.



Reading-Placement Tests September, 2009



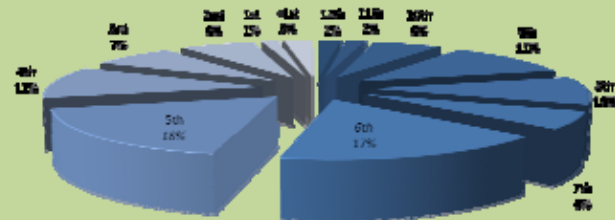
9/29/2009

Fresh Start Academy Data

7



Reading Scores-Placement Test September, 2009

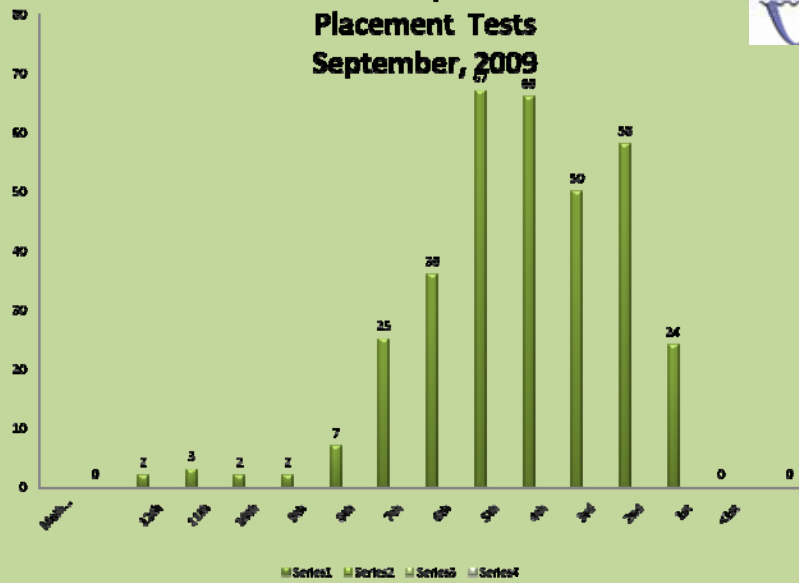


9/29/2009

Fresh Start Academy Data

8

Math Computation- Placement Tests September, 2009

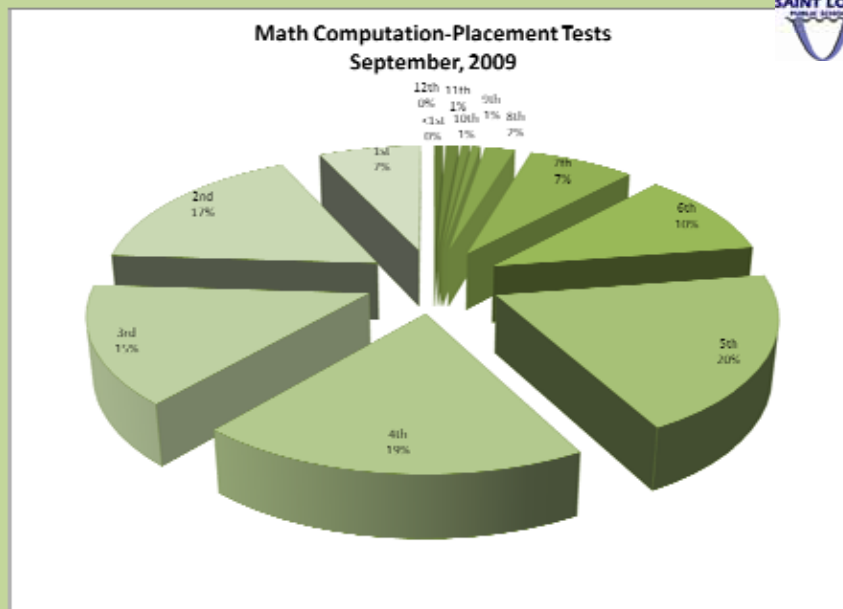


9/29/2009

Fresh Start Academy Data

9

Math Computation-Placement Tests September, 2009



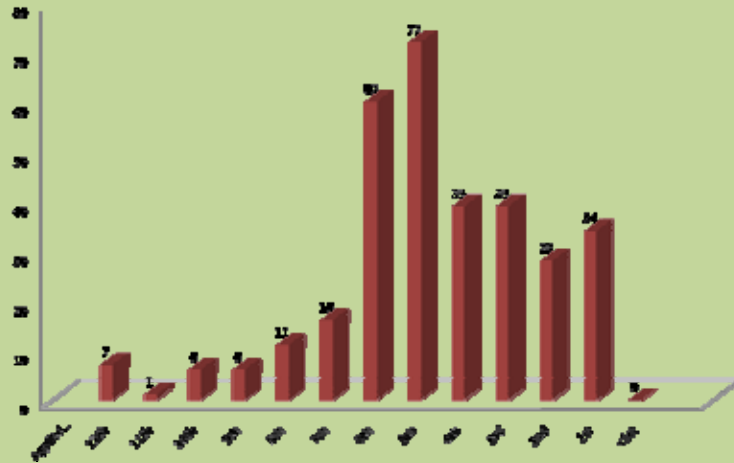
9/29/2009

Fresh Start Academy Data

10



Applied Mathematics-Placement Tests September, 2009

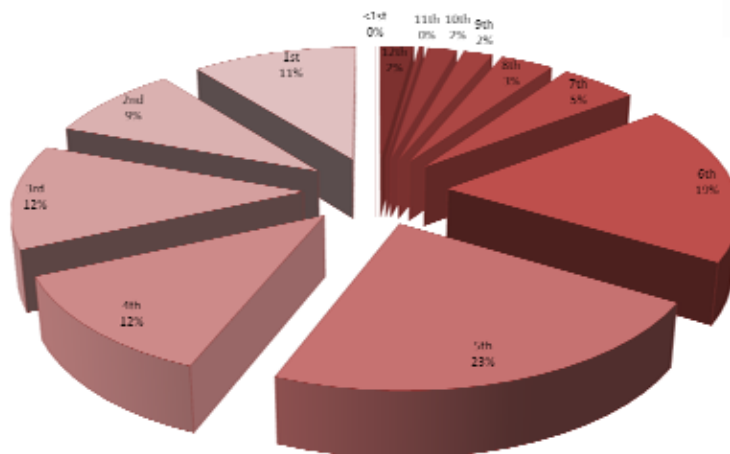


9/29/2009

Fresh Start Academy Data

11

Applied Mathematics-Placements Test



9/29/2009

Fresh Start Academy Data

12

Valuable Information



- "In most of our major cities in this country, less than 50 percent of African-American males graduate from high school. In some cases, 80 percent of the state prison population is African-American males," Jones said. "We know that it's not the kind of thing to lay the foundation for healthy economies, a healthy society and a safe society. We're here today to help us galvanize our efforts and make sure this never again becomes typical," he added.
- If the United States were to spend on average \$82,000 for every student who became a **high school** graduate because of those interventions, the economy would benefit during each of those students' lifetimes from \$209,000 in additional tax revenues and \$70,000 in lower costs for public health, social welfare, and corrections, says the study, released last week. If the interventions succeeded in cutting the **high school dropout** rate in half, a single cohort of students who graduated because of the interventions would provide \$45 billion for government treasuries in the form of tax revenue or reduced demand for services over the course of their adult lives, the study adds.
- For the study, the researchers focused on identifying education programs that had documented an increase in the number of **high school** graduates. The programs that met the criteria were:
 - The Perry Preschool program, a 1960s-born project based in Ypsilanti, Mich., that offers preschool for children and home visits and education for parents;
 - The Chicago Child-Parent Centers, another 1960s model, which provides preschool for children and health and nutrition services for parents;
 - The Tennessee Student Teacher Ratio Project, in the 1980s, which compared the achievement of students who attended **schools** with small class sizes with a control group; and
 - First Things First, a comprehensive project for **high schools** that combines small class sizes and professional development for teachers, which showed a dramatic impact on **high school** graduation when fully implemented in Kansas City, Kan.
- The fifth idea--raising teacher salaries--isn't a specific intervention, but the authors found research to support its positive effect on **high school** graduation rates, Mr. Levin said.

13

References



- **Pluviose, David. (2008). Remedying the Black Male "Crisis."**
Diverse: Issues in Higher Education, Vol. 25, Issue 6
- **Hoff, David J. (2007). Economists Tout Value of Reducing Dropouts. Education Week, Vol. 26, Issue 23**

TASK FORCE ON DROPOUT PREVENTION

Dropout Data Collection

Topics

- ❑ Dropout Definitions
- ❑ Core Data Aggregate Data Collection
- ❑ MOSIS Student Level Data Collection
- ❑ Entry and Exit Codes
- ❑ Edit Checks

Dropout Definitions

Dropout Definition

A dropout for the school year being reported is an individual who:

1. was enrolled at the end of the previous school year, did not return to school after summer vacation and was not enrolled at any time during the school year, or
2. was enrolled during the regular school term and was not enrolled on the last day of that same school term; and
3. has not graduated from high school; and
4. does not meet any of the following exclusionary conditions:
 - a. transferred to another public school, nonpublic school, home school; or
 - b. temporary absence due to suspension or verified illness; or
 - c. death; or
 - d. reenrolled on or before the enrollment count date the following September.

Additional Dropout Definitions

1. A school year is the 12-month period including the regular school term and the preceding summer vacation. Each June cycle should be treated as a benchmark and all students transferring, graduating or dropping out since this benchmark should be reported in the following June cycle. The date for counting dropouts is assumed to be the first day after the end of the regular school term. (An amendment may be submitted for reenrollments on or before the enrollment count date the following September.)

Additional Dropout Definitions

2. The previous school year is the school year prior to the school year being reported. For example, the 2007-08 school year is the previous year for the 2008-09 school year, the school year being reported.

3. Students are counted as dropouts for the grade and school year for which they fail to report. (The list of students enrolled at the beginning of the school year should be compared with the list of students at the end of the previous year to find changes that occurred during the summer.)

Additional Dropout Definitions

4. A school completer has graduated from high school based on credits or completion of an IEP. (GED recipients are not counted as graduates.)

5. Transfers may be demonstrated through a transcript request or other documentation giving evidence of continuing elementary or secondary education. Also, each transfer in and each transfer out is to be counted. (A student may be counted more than once as a transfer in or transfer out.)

Additional Dropout Definitions



6. A student is counted as a dropout only once each school year. A student who dropped out during the school year, reenrolled and was enrolled on the last day of the same school year is not counted as a dropout.



7. Alternative schools do not report dropouts. A student who drops out of an alternative school is reported as a dropout from the school the student was attending immediately prior to entering the alternative school.

Core Data Aggregate Data Collection


Core Data Aggregate Data Collection

Data Collection - 13 Secondary Headcount 13-Secondary Headcount [Help](#)

District:  Year: 2005-2006 Cycle: JUNE Status: 

School No./Name:  Grade: 

[Save](#) [Edit](#)

All Students:  (September Enrollment Male: Female:)

Head Counts	Total		Black		White		Hispanic		Asian		Indian		IEP	FRL	LEP
	M	F	M	F	M	F	M	F	M	F	M	F			
Graduates															
College Prep. Cert.															
Transfers In															
Transfers Out															
Students Retained															
Droppouts															
Enrolled All Year															

[Save](#) [Edit](#)

The header graphic consists of a large rectangular box. The top portion of this box is a light blue gradient. Within this blue area, on the left, is a solid orange square. To the right of the orange square, the text "MOSIS Student Level Data Collection" is written in white, sans-serif font. The bottom portion of the large box is a white gradient.

MOSIS Student Level Data Collection

MOSIS Student Level Data Collection

A horizontal bar spanning the width of the page. It features a small orange square on the left, followed by a blue gradient bar that extends to the right edge of the page.

The June Enrollment & Attendance file, which is collected at the end of the school year, includes a record for each time a student entered and exited throughout the school year.

June Student Enrollment & Attendance

Collection Version	Entry Date
Current School Year	Entry Code
Attending District Code	Exit Date
Attending School Code	Exit Code
Reporting District Code	Exit Destination District Code
Reporting School Code	Exit Destination School Code
Resident District Code	Exit Destination Comment
Resident School Code	
MOSIS Student ID	
Date of Birth	
Student Grade Level	
Residency Status	
Regular Hours Attended	
Regular Hours Absent	
Remedial Hours Attended	

Exit and Entry Codes

Entry Codes

E100	Initial entry into education (entering pre-school or kindergarten).
R101	Remained in same school and advanced grade.
R102	Remained in same school and was retained in grade.
S100	StopOut - when a student recorded as a dropout returns to school the subsequent school year.
T101	Transfer from another public school district in state.
T102	Transfer from another public school within the district.
T103	Transfer from home school in state.
T104	Transfer from private school in state.
T105	Transfer from public school out of state.
T106	Transfer from private school out of state.
T107	Transfer from home school out of state.
T108	Transfer from drop-out (non-recovered).
T109	Transfer from another country.

Exit Codes

R001	Remained in same school and advanced grade.
R002	Remained in same school and was retained in grade level.
S000	StopOut - when a student recorded as a dropout returns to school the subsequent school year.
T001	Transfer to another public school district in state.
T002	Transfer to another public school within the district.
T003	Transfer to home school in state
T004	Transfer to private school in state
T005	Transfer to public school in out of state
T006	Transfer to private school out of state.
T007	Transfer to home school out of state.
T008	Transfer to another country (assumed continuing)
T009	Deceased

Exit Codes

G01	Graduated non-college preparatory certificate
G02	Graduated with college preparatory certificate
D02	Dropped Out: Expulsion
D03	Dropped Out: Received certificate
D04	Dropped Out: Reached maximum age
D05	Dropped Out: GED program
D06	Dropped Out: Moved not known continuing
D01	Dropped Out: Other

Edit Checks

Edit Checks

- Exit destination school code must be reported when the student transfers to another public school in Missouri.
- Exit destination comment is required when the student transfers out of state
- Student was reported as ending the prior year as a StopOut Exit and therefore must be reported as StopOut Entry for current year.
- No matching record found for student reported as transferring to another public school in Missouri.

Mark Claypool, Ombudsman Educational Services, September 29

How Public-Private Partnerships Result in Fewer Dropouts, More Graduates

Presented by

Mark Claypool, President & CEO

Ombudsman Educational Services

September 29, 2009



Ombudsman is...



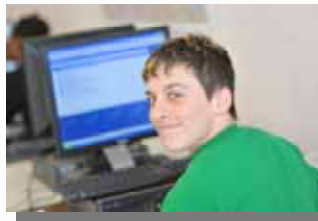


"I needed a little bit of help to get where I wanted to be, and now that I am here, I would recommend Ombudsman to anyone who needs a little help getting back on track."

- Jalesa Taylor
Ombudsman student



"I have learned from my mistakes and have become a better student."

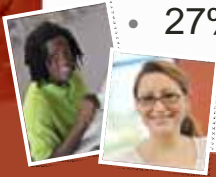


-Stevie Cobb
Ombudsman student



Ombudsman Students

- 16- and 17-years-old
- In ninth or 10th grade
- Seventh-grade math, language and reading skills
- 42% referred due to behaviors
- 27% referred due to academics



Ombudsman Students

100% of students
referred to Ombudsman
are at risk of dropping out



80% of eligible
Ombudsman students
graduated with a
high school diploma in 2009



Ombudsman Students

89% of Ombudsman students graduated or
successfully returned to their public school
to rejoin their class in the 2008-09 school
year.



Philosophy

- Choice
- Commitment
- Accountability
- Parental involvement
- Build on success
- Transition & post-secondary goals



Value of Public-Private Partnerships

- Experience in building customized programs
- Proven program model
- Performance and financial benefits
- Community involvement
- Ability to meet the dynamic needs of districts



District Partnerships

- We listen
- Create program to address district needs
- Competency-based
Dr. Glasser's Choice Theory
- Aligned to state standards
- Low student/staff ratios
- Diagnostic assessment & individual learning plans (ILP)



Program Options



Traditional

- Middle and High School, Off-Site

Middle Grades - On-Site

OES Plus – Special Needs

Restart – Drop Out Recovery

Night School

Summer School



Camden County, Ga.

5 % increase in
district graduation rate in
one year (2009)

- Flexible schedule
- Personalized instruction
- Focused test prep
- Low student/teacher ratio

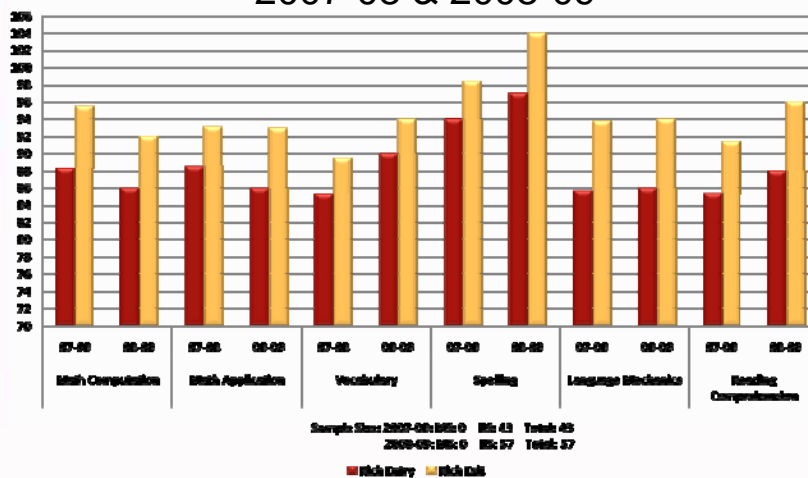


Philadelphia

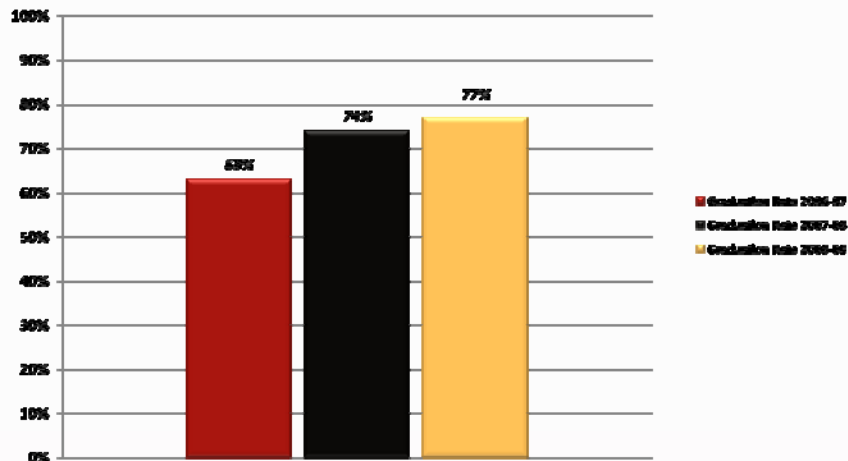
- Transitions Program
 - 300 students with disciplinary issues
 - Grades seven-12
 - Five locations throughout Philadelphia
- Accelerated Program
 - 180 students in grades nine-12 who
 - Are over-age for their grade level
 - Have significant attendance issues
 - Are re-enrolling after dropping out
 - Three locations
- Partnerships with national and community-based organizations
 - After-school programs
 - Life/social skills
 - Goals after high school



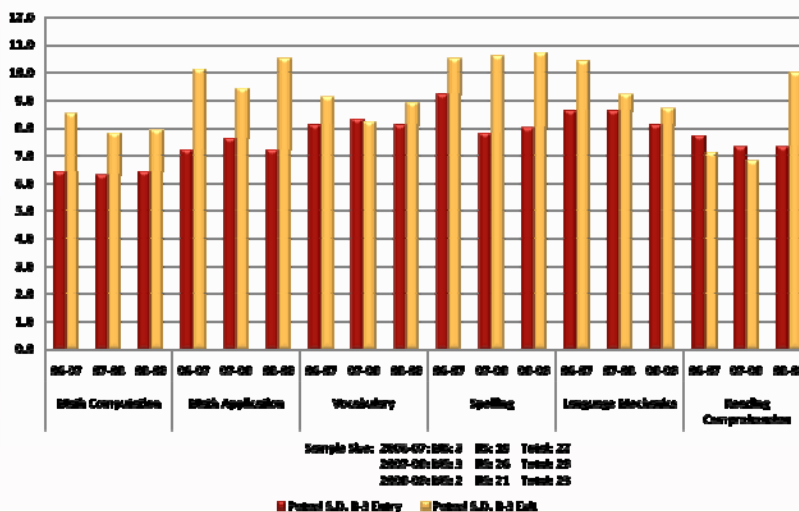
Rich Township District 227 Standard BASI Growth 2007-08 & 2008-09



Rich Township District 227 Graduation Rates 2006-07, 2007-08 & 2008-09



Potosi S.D. R-3GLE BASI Growth 2006-07, 2007-08 & 2008-09



Ombudsman REBOUND



- Recover students who have dropped out, been expelled
- Qualifying students attend Ombudsman four days a week
- One day at Community College of Aurora
- Eligible students earn dual credits



Ombudsman REBOUND

- More than 200 students in 2008-09
- 87% expelled or dropped out
- 31 REBOUND graduates in 2009



"I want to go to college, and thanks to Ombudsman, I can make that happen."

-Tavante Wilkerson
Ombudsman student



Discussion



GATEWAY to COLLEGE

Student Report Spring 2009

I. Summary of Students

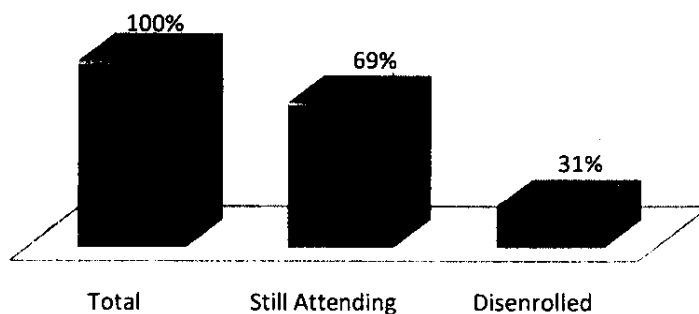
Total Students since fall 2008: 51¹

Gender	#	%
Male	24	47.1
Female	27	52.9

Ethnicity	#	%
Asian/Pacific Islander	0	0.0
Black/African American	41	82.0
Hispanic/Latino/a	0	0.0
Native American	0	0.0
White/Caucasian	7	14.0
Other	2	4.0
Not Specified	0	0.0

	N	Minimum	Maximum	Mean
Age at Entry	51	17.12	20.29	18.8
GPA at Entry	41	.22	2.40	1.15
HS Credits at Entry	46	.0	17.0	9.0
HS Credits Needed ²	46	5.0	22.0	13.0

Enrollment



¹ The number does not include Students who discontinued enrollment before 30 days of original enrollment date.
See Exceptions section

² 22 credits are needed for a HS diploma

II. Student Success Measures

Attendance

Spring 2009: **82.2%** ($n^3=37$ records)

Academic year 2008-2009: **85.3%** ($n^4=85$ records)

Grades

	<i>n</i>	W / I		Pass	No Pass	<i>n</i> (minus W, I, P, NP)	C or better
Spring 09	157	26	16.6%	0	0	131	52.7%
Academic year 2008-2009	339	65	19.2%	0	0	274	59.5%
Total Program	339	65	19.2%	0	0	274	59.5%

Cumulative Credits and GPA

Terms Enrolled (semester)	#	Average HS Credits Earned	Average College Credits Earned	Average GPA
1	14	1.5	4.9	1.230
2	31	4.7	13.9	1.256
Total	45	3.7	11.1	1.248

Table 1: Total numbers may vary from total enrollment due to either incomplete data or that classes with a grade of W were not included in the calculation.

Foundation Curriculum Completion

Spring 2009: **100.0%** = 4 students completed the curriculum
4 Students' attempts, excluding 2 repeaters

Academic Year 2008-2009: **63.4%** = 26 students completed the curriculum
41 Students' attempts, excluding 10 repeaters

Persistence

Learning Community	Initial # of Students excluding exceptions	# of Students Starting 2nd Term	# Currently Enrolled & Graduated	Percent Persistence after Foundation
Fall 2008 1	22	16	10	62.5%
Fall 2008 2	23	21	19	90.5%
Total	45	37	29	78.8%

Table 2: Persistence is calculated as the overall continued enrollment starting at the 2nd term

³ Number of available data records.

⁴ Number of available data records.

Tim Lewis, University of Missouri-Columbia, September 29

School-wide Positive Behavior Supports: An Essential Element of Drop out Prevention

Tim Lewis, Ph.D.
University of Missouri

*OSEP Center on Positive
Behavioral Intervention & Supports*
pbis.org

Missouri School-wide Positive Behavior Support
pbissmissouri.org



Why Do Youth Drop Out?

- Behavior problems
- Academic problems – credit deficit
- Disenfranchised / disconnected from school



The Challenge

- Insure that social skills are part of the daily school curriculum
- Identifying high risk students early and providing differentiated instruction
- Build opportunities for educators and students to interact around pro-social learning and behavior opportunities – forging connections



School-wide Positive Behavior Support

SWPBS is a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior

OSEP Center on PBIS



SWPBS is not...

- Not specific practice, model, or curriculum...it's a “process” to prevent problem behavior and support students and teachers
- Not limited to any particular group of students...it's for all students



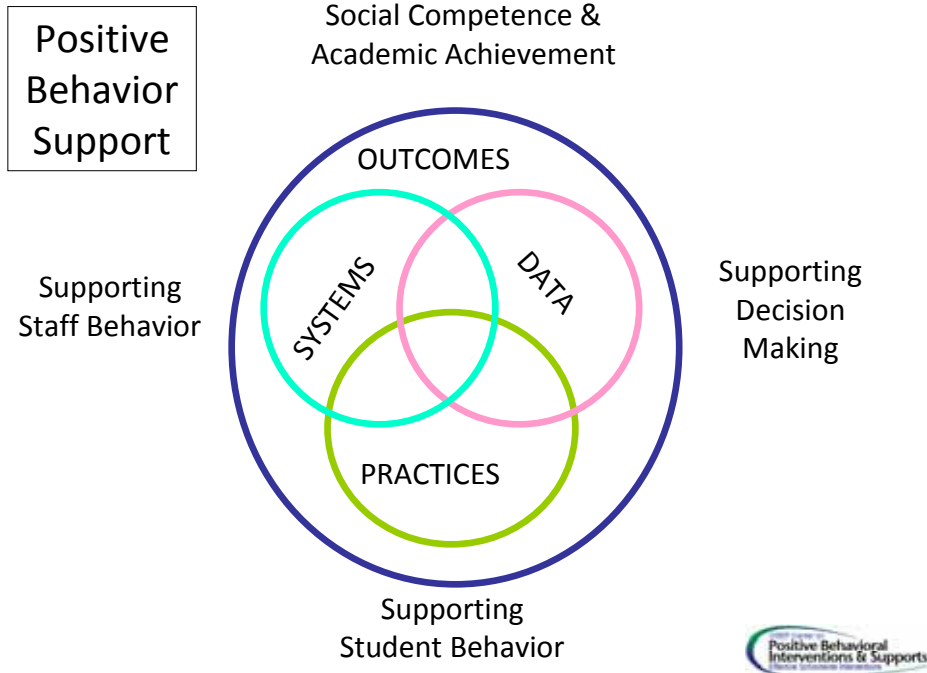
School-wide Positive Behavioral Support

- Incorporate best practice in professional development and system change (teams)
- Emphasizes the use of assessment information to guide intervention and management decisions
- Focus on the use of a continuum of behavioral supports
- Focus on increasing the contextual fit between problem context and what we know works
- Focus on establishing school environments that support long term success of effective practices {3-5 years}

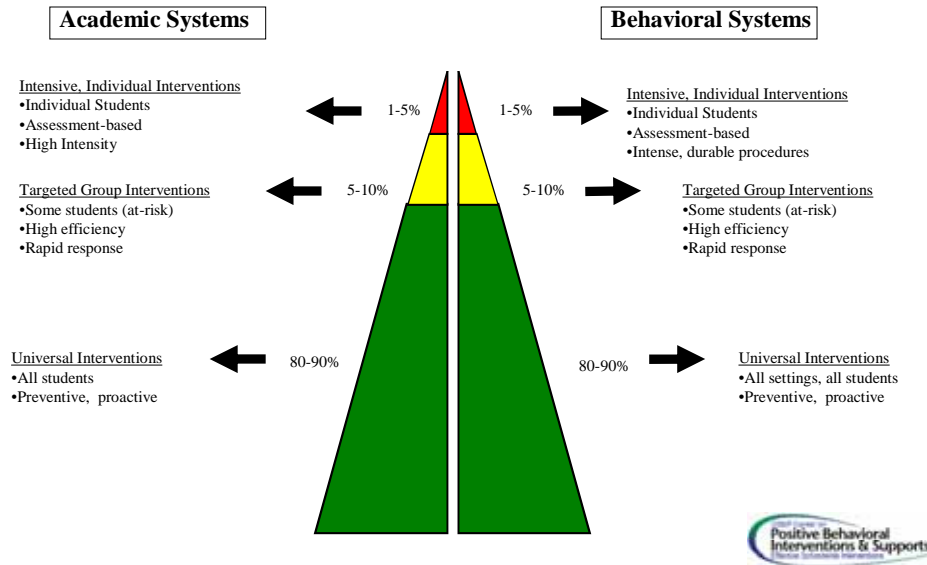


School-wide Positive Behavioral Support

- SWPBS is implemented consistently by staff and administration
- Appropriate student behavior is **taught**
- Positive behaviors are publicly acknowledged
- Problem behaviors have clear consequences
- SWPBS strategies are implemented at the **school-wide, specific setting, classroom, and individual** student level
- SWPBS strategies are designed to meet the needs of **all students** within their home school



Designing School-Wide Systems for Student Success



Universal Strategies: School-Wide

- Statement of purpose
- Clearly define expected behaviors (Rules)
- Procedures for teaching & practicing expected behaviors
- Procedures for encouraging expected behaviors
- Procedures for discouraging problem behaviors
- Procedures for record-keeping and decision making

Benton

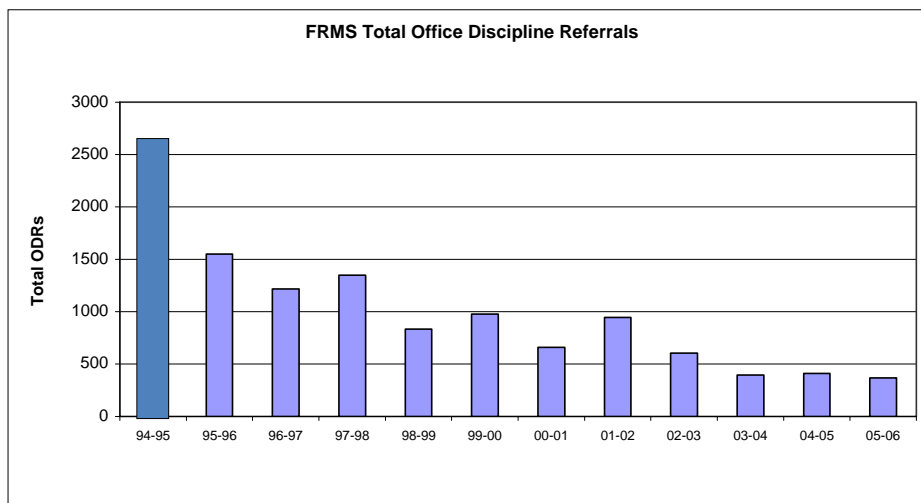
I am....	All Settings	Classroom	Hallways	Cafeteria	Bathrooms	Playground	Assemblies
Safe	<ul style="list-style-type: none"> •Keep bodies calm in line •Report any problems •Ask permission to leave any setting 	<ul style="list-style-type: none"> •Maintain personal space 	<ul style="list-style-type: none"> •Walk •Stay to the right on stairs •Banisters are for hands 	<ul style="list-style-type: none"> •Walk •Push in chairs •Place trash in trash can 	<ul style="list-style-type: none"> •Wash hands with soap and water •Keep water in the sink •One person per stall 	<ul style="list-style-type: none"> •Use equipment for intended purpose •Wood chips are for the ground •Participate in school approved games only •Stay in approved areas •Keep body to self 	<ul style="list-style-type: none"> •Walk •Enter and exit gym in an orderly manner
Respectful	<ul style="list-style-type: none"> •Treat others the way you want to be treated •Be an active listener •Follow adult direction(s) •Use polite language •Help keep the school orderly 	<ul style="list-style-type: none"> •Be honest •Take care of yourself 	<ul style="list-style-type: none"> •Walk quietly so others can continue learning 	<ul style="list-style-type: none"> •Eat only your food •Use a peaceful voice 	<ul style="list-style-type: none"> •Allow for privacy of others •Clean up after self 	<ul style="list-style-type: none"> •Line up at first signal •Invite others who want to join in •Enter and exit building peacefully •Share materials •Use polite language 	<ul style="list-style-type: none"> •Be an active listener •Applaud appropriately to show appreciation
A Learner	<ul style="list-style-type: none"> •Be an active participant •Give full effort •Be a team player •Do your job 	<ul style="list-style-type: none"> •Be a risk taker •Be prepared •Make good choices 	<ul style="list-style-type: none"> •Return to class promptly 	<ul style="list-style-type: none"> •Use proper manners •Leave when adult excuses 	<ul style="list-style-type: none"> •Follow bathroom procedures •Return to class promptly 	<ul style="list-style-type: none"> •Be a problem solver •Learn new games and activities 	<ul style="list-style-type: none"> •Raise your hand to share •Keep comments and questions on topic

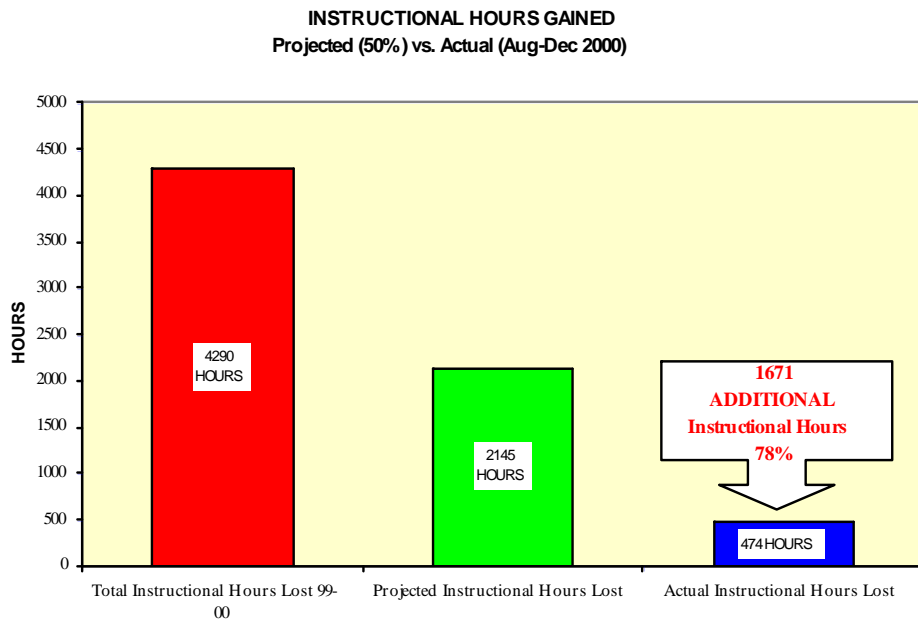
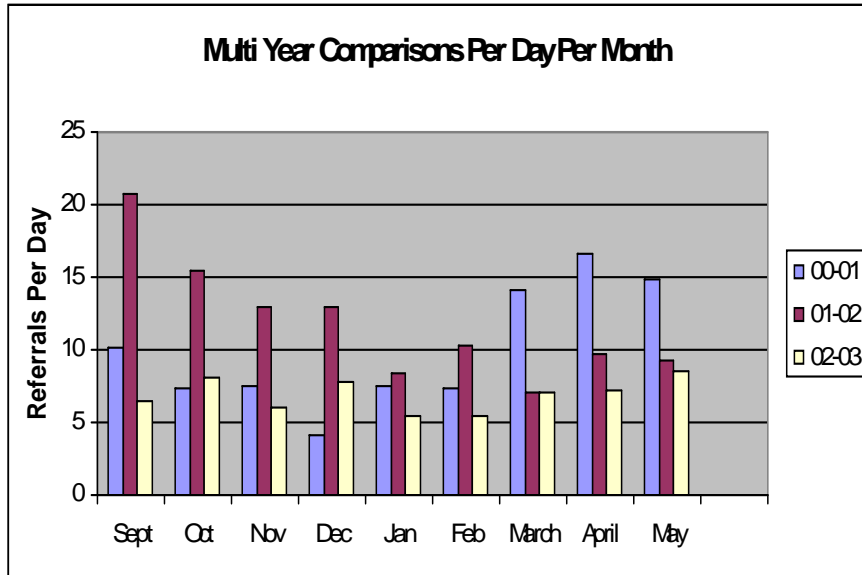
Small Group / Targeted

- **Part of the continuum: Must link to school-wide PBS system**
- Efficient and effective way to identify students
- Assessment = simple sort
- Intervention matched to presenting problem but not highly individualized

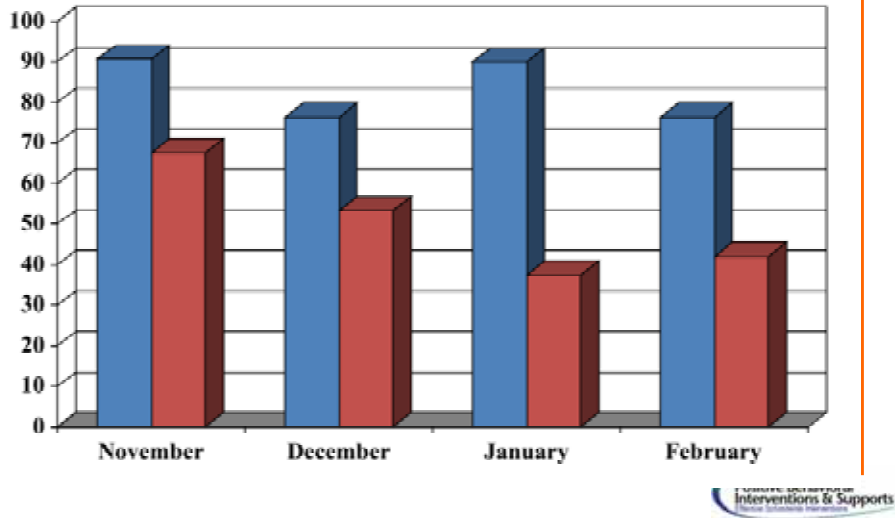
Individual Students

- Part of the continuum: Must link to school-wide PBS system
- Quick supportive response to teacher
- Plans based on a Functional Behavior Assessment

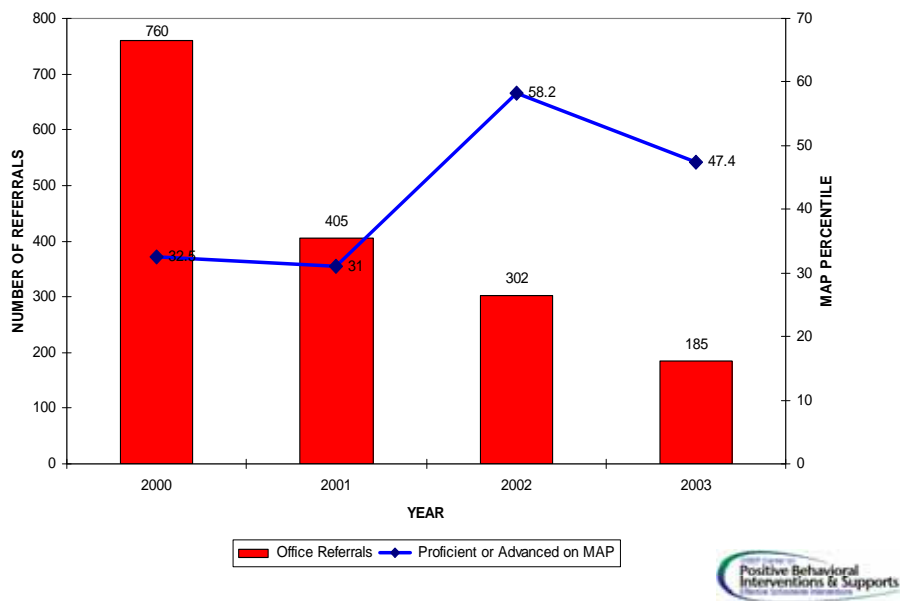


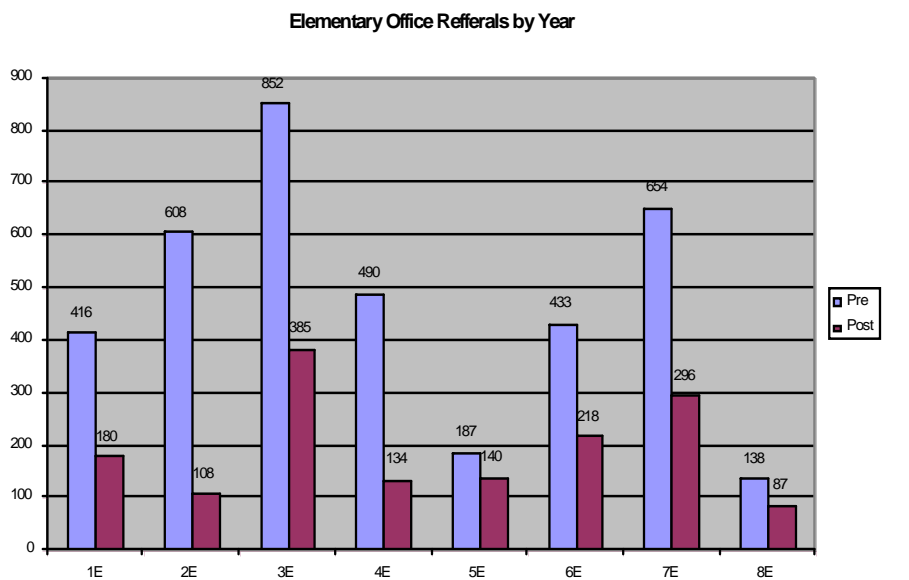
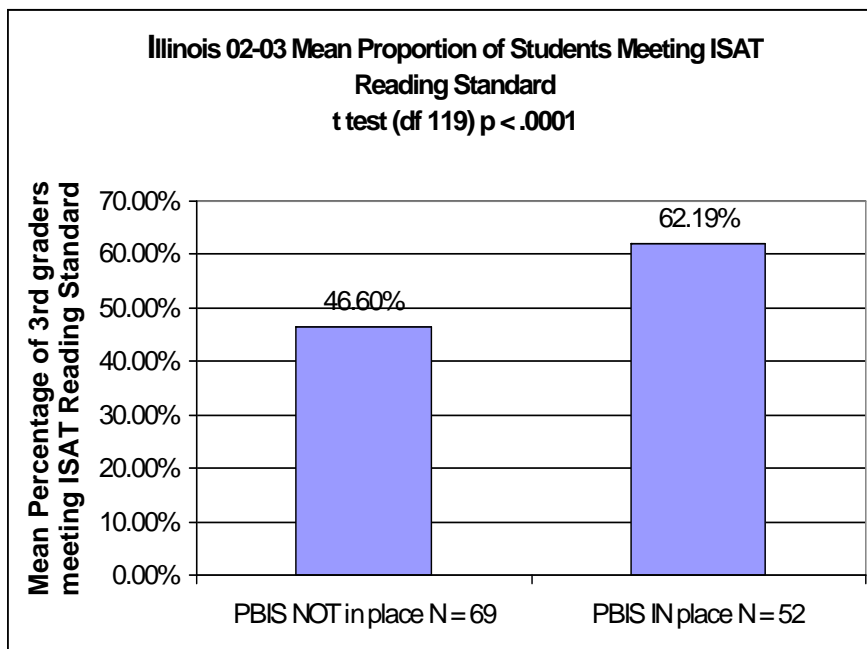


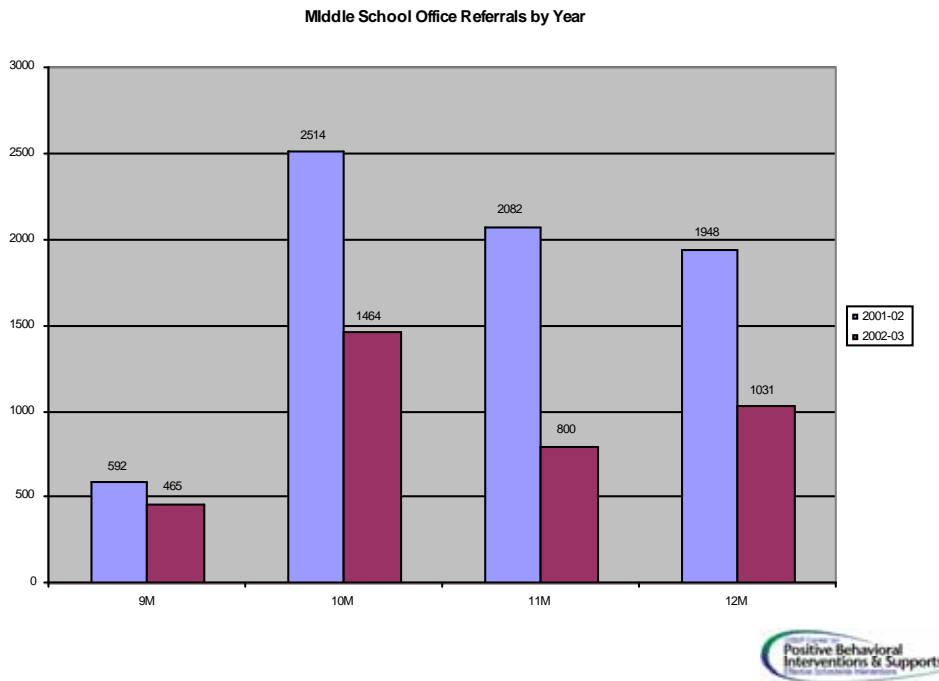
High School Average Referrals per Day



ACHIEVEMENT PBS







Group Cost Benefit

Office Referral Reduction Across

12 PBIS schools= **5,606**

If one Office Referral=15 minutes of
administrator time, then $5,606 \times 15 =$

84,090 minutes

1401.15 hours or

233 days

of administrator time recovered and reinvested.

Group Cost Benefit

Office Referral Reduction

Across 12 PBIS Schools = **5,606**

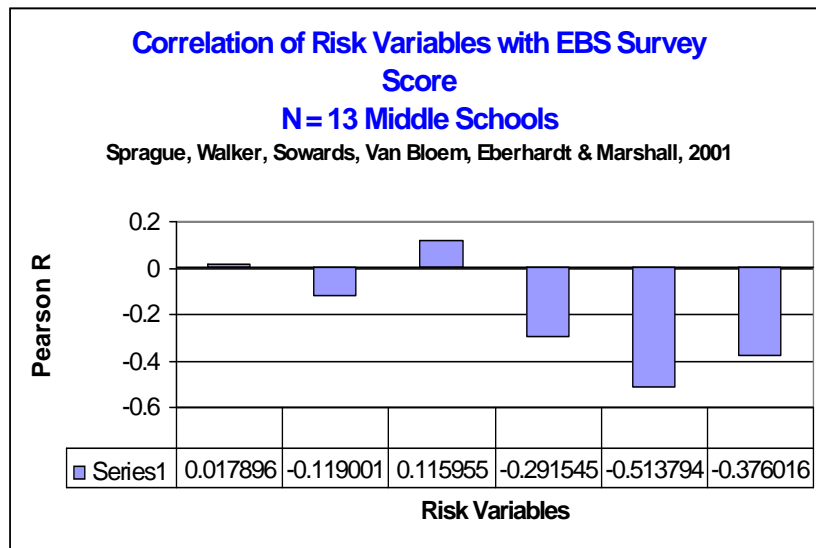
If students miss **45** minutes of instruction for each Office Referral, $5,606 \times 45 =$

252,270 minutes

4204.50 hours or

700 days

of instructional time recovered!!!!



A&D = Alcohol and Drug; ABS = Anti-social Behavior Scale

Field Elementary School

SW-PBS and Rtl with Literacy



Field Elementary School

- High Diversity
 - School has 290 students; 50% minority; 20% English Language Learners; 13% special education
- Instructional leader turnover
- Poverty
 - 79% of students qualify for free and reduced lunches
- Highly transient population



Field Elementary School

- + Teachers and Staff committed to the increasing academic and social success of all students
- + A committed Principal who supported faculty in their efforts to change the way the taught to improve children's lives



Field Elementary School

- Academic Standing
 - *Annual Yearly Progress* (AYP)
 - 5% of all students scored proficient in 2005, according to the Missouri Assessment Program.
 - Breakdown by sub-group:
 - 0% African American
 - 18% Caucasian
 - 0% Students with disabilities
 - 0% English Language Learners
 - 7% Free/Reduced Priced Lunch



Field Elementary School

- Literacy
 - In 2004–05, **44% students** required intensive support for reading and writing
- Social Behavior
 - In 2003-04 Averaging **10.4 discipline referrals per day**

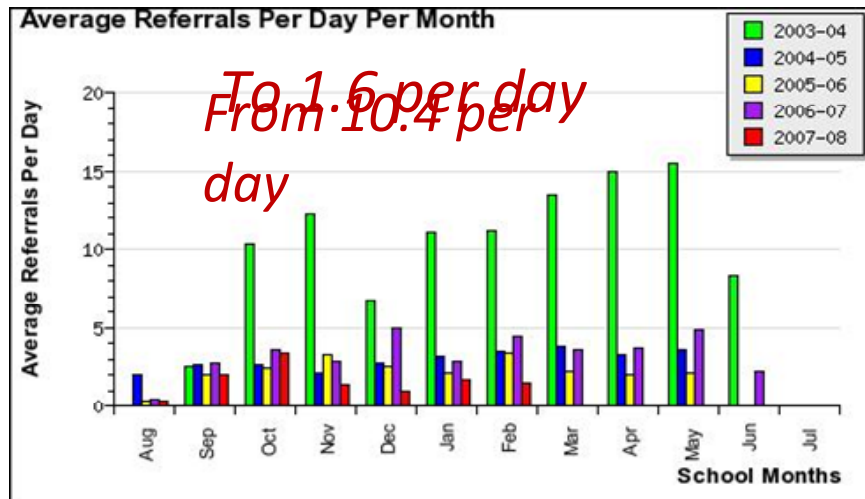


Positive Behavior Supports



EUGENE FIELD ELEMENTARY TIGER TRAITS						
	All Settings & Locations	Arrival & Dismissal	Hallways	Restrooms	Cafeteria	Playground
RESPECTFUL	<ul style="list-style-type: none"> -Respond to Tiger P.A.W.S. -Enter, exit, and travel by walking quietly in single file. -Use people pleasing language and behavior. 	<ul style="list-style-type: none"> -Listen attentively to announcements. -Care for your personal belongings. 	<ul style="list-style-type: none"> -Follow walk zones. -Use stairs appropriately. -Observe Tiger Stops. 	<ul style="list-style-type: none"> -Take turns. -Respect the privacy of others. 	<ul style="list-style-type: none"> -Raise your hand for help. -Eat only your own food. -Talk only to those at your table using an inside voice. 	<ul style="list-style-type: none"> -Include all who want to play. -Use equipment appropriately. -Accept skill differences. -Problem solve conflicts using the Peace Path.
RESPONSIBLE	<ul style="list-style-type: none"> -Follow adult directions the first time. -Keep hands, feet, and body to self. -Clean up after yourself. -Ask permission to leave your assigned area. 	<ul style="list-style-type: none"> -Obey the safety patrol and use crosswalks and sidewalks. -Report in assigned area in circle drive and stay there until picked up. -Go immediately to destination upon arrival or dismissal. 	<ul style="list-style-type: none"> -Carry a pass when alone. -When moving as a class, remain in line order. 	<ul style="list-style-type: none"> -Immediately report problems to nearest adult. -Wash hands with soap and water. -Flush toilets/urinals. -Return to your class or class line order promptly. 	<ul style="list-style-type: none"> -Hold your tray with two hands. -Obtain everything needed to eat before sitting down. 	<ul style="list-style-type: none"> -Stay in designated areas. -Follow the school game rules. -When the signal sounds line up immediately in line order. -Collect and return the playground equipment.

Impact



Impact



- Literacy
 - In 2004–05, 44% students required intensive support for reading and writing. **This number shrunk to 31% in 2007–08.**
 - Shifted to a structured, explicit, research-based core literacy program with three tiers:
 - One: Benchmark
 - Two: Strategic Intervention
 - Three: Intensive Intervention
 - Monitor progress in fall, winter and spring

Impact

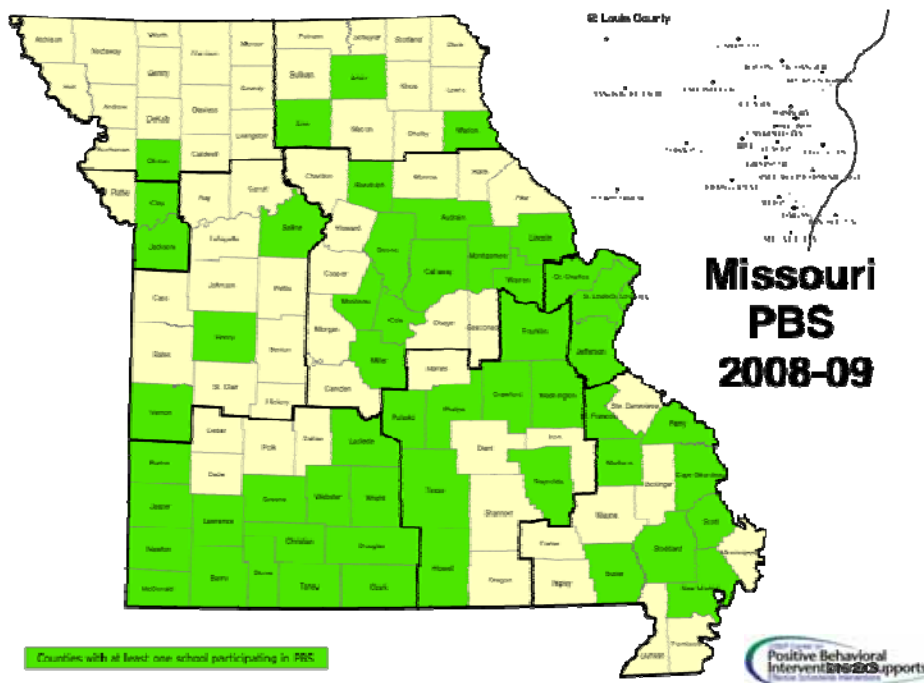
- Improved Academic Standing (AYP)
 - In 2007, 27% of Field's students scored proficient (up from 5%).
 - African American: 0% improved to 16%
 - Caucasian: 18% improved to 57%
 - Students with disabilities: 0% improved to 25%
 - English Language Learners: 0% improved to 27%



SW-PBS in Missouri

- 467 Schools / 158 Districts
- Training and Technical Assistance delivered through a partnerships:
 - PBS Facilitators housed in the Regional Professional Development Centers,
 - DESE,
 - University of Missouri,
 - OSEP Center on PBIS





SW-PBS Nationally

- 43 States have State-wide School-wide Positive Behavior Support initiatives in partnership with the National Center
- Louisiana has legislated all districts to use evidence-based pro-active discipline practices
- H.R. 2597 “Positive Behavior for Effective Schools Act” (Rep. Hare, IL)
- Senator Dodd currently working on a Senate version of a similar act

Recommendations

- Legislating or mandating schools implement certain procedures typically results in a “compliance” mentality
- Legislate outcomes requiring schools to adopt/adapt evidence-based practices
- Promote and explore new linkages into existing evidence-based initiatives such as SW-PBS
- Advocate for changes in teacher and related personnel certification to include School-wide Positive Behavior Support
- Insure full funding



School-wide Positive Behavior Supports: An Essential Element of Drop out Prevention

Tim Lewis, Ph.D.
University of Missouri

*OSEP Center on Positive
Behavioral Intervention & Supports
pbis.org*

*Missouri School-wide Positive Behavior Support
pbissmissouri.org*



Dropout Prevention - Lessons Learned from the Missouri's Juvenile Justice System

Missouri Division of Youth Services
Tim Decker, Director
September 29, 2009
www.dss.mo.gov/dys/

Missouri DYS Recognitions

- **Hosted visits from over 30 states** focused on humane therapeutic approaches, outcomes, and long-term cost effectiveness
 - **Designated *Guiding Light of Reform*** by American Youth Policy Forum finding treatment and least restrictive care as far more successful than incarceration-oriented programs (2001)
 - **Named model juvenile justice site** by the Annie E. Casey and Edna McConnell Clark Foundations and National Council on Crime and Delinquency (2003)
 - **Annie E. Casey Innovations in American Government Award in Children and Family System Reform** from the Harvard Kennedy School of Government, Ash Institute (2008)
-

Mo.DYS Statistical Overview

- **1,200 youth committed & 2,800 served yearly**
 - 86% Male; 14% Female
 - 85% between 14 - 16 years of age
 - 8% - 13 and younger
 - 37% minority youth (compared to 17.8% youth ages 10 – 17 in Missouri)
 - 66% from metro areas
 - **Committing offenses:**
 - 53% felonies (66% with felony history)
 - 37% misdemeanors
 - 10% juvenile offenses
 - **Educational Disability and Mental Health Conditions**
 - 23% educational disability
 - 46% prior mental health; 38% with an active diagnosis
 - 54% involved in prior substance abuse involvement
-

Changing Systems for Youth and Families

Changing our end destination often involves starting from a fundamentally different place.

Philosophy x Practice = Results

Missouri's Approach

- ❑ **Small programs, close to home** – *least restrictive continuum of care* in all regions.
 - ❑ **Humane environments** – *physical and emotional safety through structure, supervision, facilitation.*
 - ❑ **“Group systems”** – *group therapy, family systems, youth development.*
 - ❑ **“Therapeutic One Room School House”** – *belonging, self-awareness, knowledge and skills.*
 - ❑ **Universal case management** – *continuity in relationships and support from start to finish.*
 - ❑ **Family engagement, community support.**
-

DYS Performance Measures

Law-Abiding Behavior

- 3 years after discharge over 91% of DYS youth have avoided further incarceration, and over 70% have remained law-abiding.

Productive Involvement

- Over 84% of DYS youth are productively involved in their communities through school or work.
-

DYS Performance Measures

Educational Progress and Completion - progressing toward college or a career:

- ❑ 95% earn high school credits, compared to 56% nationally.
 - ❑ 24% earn a GED or HS Diploma, compared to 9% nationally.
 - ❑ 53% successfully return to their local school district, compared to 24% nationally.
 - ❑ 70% improve at a faster rate than their same-age peers in core subjects.
 - ❑ 73% make adequate yearly academic progress (year for year), compared to 25% nationally.
-

Lessons Learned

- **All young people want to do well and succeed** - even the most resistant youth hunger for approval, acceptance, and accomplishment.
 - **Drop-out is more of an evolution than a resolution** - we must understand the dynamics of “**Accumulative Disadvantage**”.
 - **Programs alone don’t change people, relationships matter** – youth are often disconnected from positive adult and peer connections and support.
-

Social Intelligence – The New Science of Human Relationships

"Half a dozen times a day the members form into a circle to check in with each other to say how they feel..... They meet for activities that are designed to enhance camaraderie and cooperation, foster empathy and accurate perceptions of each other, and build communication skills and trust. All of that constructs a secure base and provides them with the social abilities they so desperately need." – **Daniel Goleman, 2006**



Lessons Learned

- **The family is vital in the educational and youth development process** - family expertise and participation is best cultivated through deliberate outreach, one-to-one conversations, and strengthening natural support networks.
- **Inclusive practices and alternatives to school suspension are essential** – suspension addresses symptoms and is rarely productive.
- **Multiple pathways to educational completion must be available** – *“one size fits all”* approaches are inherently exclusive.

Lessons Learned





















- **Organizational Culture is as important as educational practice -**
 - **Staff development and team approaches** – youth development and facilitative skills, team support.
 - **Individualized support in a team learning environment** – balance of individual attention and group interaction.
 - **Accountable/Determined** -“*hard heads, soft hearts*”, “do what it takes” philosophy.
 - **Community Schools Orientation** – schools as centers of community activity and engagement.

Missouri Division of Youth Services
























HICKMAN MILLS STUDENT SUPPORT PROGRAMS (PREK-12)

PROGRAM NAME	BEHAVIORS ADDRESSED						PROGRAM DESCRIPTION	GRADE LEVEL
	Anger Mgmt	Problem Solving	Personal Skills	Drug Prevent	Violence Prevent	Truancy Dropout		
S.A.F.E. Teams	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Interdisciplinary team that meets to discuss academic, attendance, attitude (behavior) and/or appearance concerns. Referrals to school and community based resources as needed.	K-12 (all schools)
Life Skills Training (LST)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		Science-based comprehensive prevention curriculum covering topics such as substance abuse, violence, decision-making, and conflict resolution.	6 th -8 th (Ervin & Smith Hale)
S.P.I.R.I.T (Swope Health Services)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	School-wide program focusing on positive character development. Classroom teachers teach curriculum and various activities promoting positive behavior are scheduled throughout the year.	4th-8th (All elementary and middle schools)







PROGRAM NAME	BEHAVIORS ADDRESSED						PROGRAM DESCRIPTION	GRADE LEVEL
	Anger Mgmt	Problem Solving	Personal Skills	Drug Prevent	Violence Prevent	Truancy Dropout		
Young Men's Work/Young Women's Lives							Weekly support groups on topics such as self-awareness, drug abuse, anger management, abuse, relationships and family.	4 th -12 th (various groups in schools elementary thru high school)
STOP! Violence							Student, parent, and teacher presentations on the symptoms, causes, and solutions to addressing bullying.	5 th -8 th
Connect With Kids							Life skills/character education program with reality-based videos and stand-alone teaching segments	K-8 th Burke Dobbs Johnson Truman Warford Santa Fe Ervin Smith Hale
Family Resource Specialists (Spofford)							School-based case managers targeting concerns with academics, attitude/behavior, attendance, and appearance. Focus is empowering families.	K-8 th (All elementary and middle schools)

PROGRAM NAME	BEHAVIORS ADDRESSED						PROGRAM DESCRIPTION	SCHOOL/ GRADE LEVEL
	Anger Mgmt	Problem Solving	Personal Skills	Drug Prevent	Violence Prevent	Truancy Dropout		
In-School Suspension	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Provides isolation for students in need of discipline for violating school rules. Class assignments are provided and students address social skills and conflict resolution.	6 th -12 th (Ervin, Smith Hale, Hickman Mills, and Ruskin)
STAR Academy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Program that is accelerated and provides prescriptive computer based lessons to help 9 th grade students be on target for future graduation.	9 th (Lcated at Baptiste)
Day School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Provides education to children with behavioral disorders that are in need of intensive supervision.	3 rd -12 th

PROGRAM NAME	BEHAVIORS ADDRESSED						PROGRAM DESCRIPTION	SCHOOL/ GRADE LEVEL
	Anger Mgmt	Problem Solving	Personal Skills	Drug Prevent	Violence Prevent	Truancy Dropout		
Caring Communities (LINC)							School linked before/after school initiative working with neighborhood to implement plans. Includes services such as Recovery Room, individual/family therapy, parent education, and other resources identified by the school and community.	K-5 th (All elementary schools)
Security							Uniformed, off-duty police officers provided in each secondary school. Roam officer for elementary buildings.	preK-12 th
Homeless Program							Students that are homeless according to the McKinney-Vento Homeless Education Act and their families are given an equal opportunity to continue their education.	K-12 th (All schools)
Child Abuse Prevention Agency (CAPA)							Provides individual, group, and family therapy for students and families.	6 th -12 th (Ervin and Smith Hale)

PROGRAM NAME	BEHAVIORS ADDRESSED						PROGRAM DESCRIPTION	SCHOOL/ GRADE LEVEL
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PROGRAM NAME	BEHAVIORS ADDRESSED						PROGRAM DESCRIPTION	SCHOOL/ GRADE LEVEL
	Anger Mgmt	Problem Solving	Personal Skills	Drug Prevention	Violence Prevention	Truancy Dropout		
Transition Program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Provides an alternative to out-of-school suspension for students who have violated the student code of conduct.	6 th -12 th (located at Baptiste)
Plato	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Credit recovery program for high school age students who are in need of additional resources and support.	9 th -12 th (located at Baptiste)
GED Options	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Alternative to a traditional high school that prevents student dropouts.	17 yr. + (located at Baptiste, Hickman Mills and Ruskin)
Crittenton and Spofford	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Serves children with serious and persistent mental health diagnoses as well as issues of abuse, neglect and substance abuse in classrooms at the residential treatment facility.	Spofford -- elementary and middle schools Crittenton- middle and high school
Hickman Mills Prevention Coalition	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Collaboration of school and community agencies that meet monthly to give guidance to the school district in providing services to youth. Focus is on reducing risk factors that impede success for all students.	preK-12 th
Youth 4 Change (Y4C)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Advisory board of high school youth leaders who meet monthly and discuss current issues and plan positive programs for students.	9 th -12 th (Hickman and Ruskin)

Second Wind Counseling & Consulting							Provide professional development, student groups, and emergency intervention services to high risk you and families addressing conflict resolution, anger management, and how to effectively educate high risk youth.	All schools as needed
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STAR Academy, November 13



History

- Pitsco Education
 - Started by educators - Hands on approach to learning
 - 38 years in education
 - 8 million students exposed to Pitsco products in 2009
- Star Academy - Created
 - South Carolina - Dept of Education
 - Education and Economic Development Act
 - Solution based on Career and Tech Ed approach
 - First Pilot 2005-06
 - 2008-2009: 16 sites in South Carolina, 5 sites in three additional states





Program Goals

- Reduce Dropouts
- Accelerate
 - Students to rejoin peers in 10th grade
- Engage
 - Provide relevant, career-focused, hands-on projects
- Increase Attendance
- Reduce Negative Behavior



Star Academy is

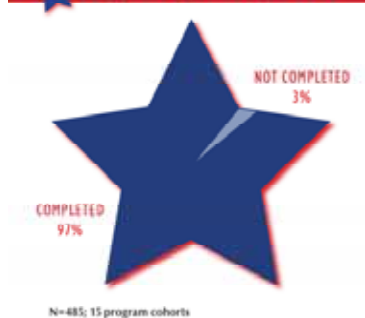
- Dropout Prevention Solution
 - Grade Acceleration
- Targets High-Risk Group
 - Overage 8th & 9th graders
- School-within-a-School
 - Implemented in MS, HS or Alternative
- Comprehensive Solution
 - Relationships, Relevance, Rigor



The Star Academy Program

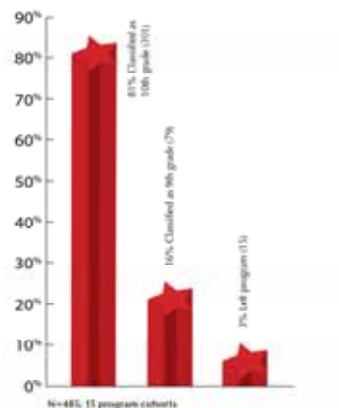
Saving lives one student at a time.

PROGRAM COMPLETION RATE



STAR ACADEMY RESULTS

2008-09 Comprehensive Program Completion Information



The Star Academy Program

Saving lives one student at a time.

Disciplinary Actions



- Disciplinary Infractions Reduced
 - 73% Fewer Problems
- Attendance
 - 57% Improved Attendance
 - 17 Students had Perfect Attendance

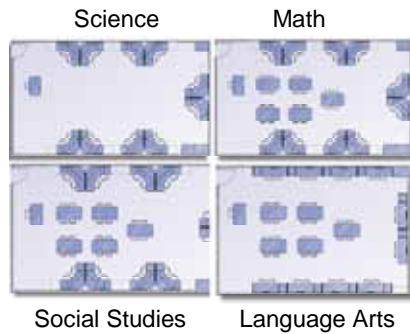
At 2 sites in SC with 198 Students, over 2 year period.





Star Academy Design

- 80 or 96-student Models
 - 20-24 students/classroom
- Block Schedule
- Turn-key Approach
 - Program Design
 - Staff Development
 - Learning Environment
- District Staff
 - Dedicated administrator
 - Counselor



Curriculum

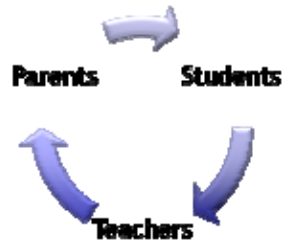
- Comprehensive, Standards-Based Curriculum
- Individualized Prescriptive Lessons
 - PC Based
- Modules
 - Career Relevant Activities
 - Hands-on Curriculum
- Star Group Projects
 - Teacher led activities





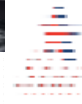
Healthy Schools Climate

- Productive Learning Environment
 - 3 Year Program - ResComm Education
- Results Based Communication
 - Focus on Goals
- Managing Adolescent Behavior
 - For Teachers
- Raising Productive Teens
 - For Parents



Professional Services

- Program Design
- Academy Seminar - Professional Development
- Education Services Manger
- Education Liaisons
- Technical Support





2008 Crystal Star Award

- National Dropout Prevention Center
 - Highest award
- Pickens County, SC
 - Results:
 - Year 1 - 73% Promoted
 - Year 2 - 76% Promoted
 - Year 3 - 90% Promoted
 - Year 4 - 87% Promoted



Why So Effective?

- Comprehensive, Turn-Key Solution
 - Rigor, Relevance, Relationships
- Star Academy addresses 12 of the National Dropout Prevention Center's 15 strategies
 - CTE
 - Individualized Instruction
 - Service-Learning
 - Educational Technology
 - Active-Learning
 - Systemic Renewal
 - Safe Learning Environments
 - Mentoring/Tutoring
 - Community Collaboration
 - Family Engagement
 - Professional Development
 - Safe Learning Environments





R.O.I. Case Study

- Pickens County, SC
 - 80-student model
 - 3 years operation
- ROI after 3 years
 - Generated from ADA retained
 - \$1,265,792
 - Paid for program in 12.7 months



Thank You



Sunny Deye, NCSL, November 13

Dropout Prevention, Retention and Recovery: State Legislative Efforts



Sunny Deyé
National Conference of State Legislatures

*Missouri House of Representatives Dropout
Prevention Task Force*

Friday, November 13, 2009

Overview of NCSL Activities

- Accelerating the Agenda: Actions to Improve America's High Schools
 - Released in January 2009 - Jointly authored report from the National Conference of State Legislatures, the National Governors Association, the Council of Chief State School Officers, and the National Association of State Boards of Education
 - Analyzes state progress since 2005 Action Agenda and provides a roadmap to help states continue to move forward toward college- and career-readiness for all students
 - Available online at <http://www.nga.org/Files/pdf/0901IMPROVEHIGHSCHOOLS.PDF>
- NCSL Task Force on School Dropout Prevention
 - Began meeting in April 2009 - set to release recommendations in July 2010
 - On the web at <http://www.ncsl.org/Default.aspx?TabID=773&tabs=855,106,949>



Extent of the Problem

- More than seven thousand students leave school every day
- Annually, 1.3 million students do not graduate from high school with their peers
- National graduation rate was 69.2 percent for the class of 2006 - but only about half of African-American, Latino and Native American students earn diplomas on time



Social and Economic Costs of High School Dropouts

- Dropouts not only earn significantly less over the course of their working life, but they also cost the nation billions of dollars in uninsured health care and crime-related costs.
- Dropouts from the Class of 2009 alone will cost the nation nearly \$335 billion in lost wages, taxes, and productivity over their lifetimes.
- The average annual income for a high school dropout in 2005 was \$17,299, compared to \$26,933 for a high school graduate.
- In a troubled economy, high school dropouts face the most difficulty finding a job.
- July 2009 unemployment data from the Bureau of Labor Statistics:
 - 15.4% unemployment rate for high school dropouts
 - 9.4% for high school graduates
 - 7.9% for individuals with some college credits or an associate's degree
 - 4.7% for individuals with a bachelor's degree or higher

Source: Alliance for Excellent Education, 2009



What Legislators Need to Know

- Addressing a drop out problem requires basic data about the extent of the problem and constituencies most severely impacted.
- Essential data points include the following:
 - What is your state graduation rate?
 - How is your graduation rate calculated?
 - What is the graduation rate for various populations (e.g. race, gender, ethnicity)?
 - When are students dropping out? (e.g. middle school, freshman, sophomore, junior, or senior year).



Why State Legislative Action is Critical

- A critical weakness of dropout prevention policies and programs are their lack of coordination at the state level. According to Balfanz, et al. (2009), effective statewide plans for dropout prevention focus on:
 - Gathering local and state data to demonstrate the extent of the problem;
 - Analyzing data to understand when and why students are dropping out, including evaluating transcripts and looking at key transitions from elementary to middle and middle to high school;
 - Conducting policy audits, including policies relating to attendance, discipline, grading, retention, promotion, the awarding of GED's or the use of alternative schools;
 - Developing dropout prevention and recovery programs that establish early warning and multi-tiered response systems and offer multiple pathways for credit recovery;
 - Providing training and support to teachers; and
 - Evaluating the effectiveness of interventions.

What Works to Prevent Students from Dropping Out? (Research)

- Research indicates that students who drop out of high school do so because of long-term dissatisfaction with education, sometimes beginning as early as middle school.
- Research-based strategies to prevent dropouts and improve graduation rates:
 - Develop individual learning plans and provide quality student mentoring (Balfanz et al., 2009).
 - Develop early warning systems to keep students on-track (Allensworth & Eaton, 2007; MacIver et al., 2007).
 - Establish multiple pathways to graduation including Career and Technical Education (CTE) and College-level Learning Opportunities (Rumberger & Lin, 2008; Lamb, 2008).
 - Establish dropout recovery programs to reengage out-of-school youth (Bridgeland et al., 2006).
 - Create a statewide plan for dropout prevention (Balfanz et al., 2009).

Promising State Initiatives to Prevent and Reengage Dropouts





Help Students to Develop Individual Learning Plans and Provide Quality Mentoring

- **South Carolina HB 3155 (2005)** requires career awareness counseling for students in sixth, seventh and eighth grades, allowing them to identify career interests and abilities. Eighth grade students develop an individual graduation plan in preparation for high school. During high school, students receive guidance and curricula that enable successful completion of their individual graduation plans and focus on preparation for a seamless transition to relevant employment, further training, or postsecondary study.
- **Georgia HB 1027 (2006)** appropriates funds for a “graduation coach” in each of Georgia’s high schools whose primary responsibility is to identify at-risk students and help keep them on track academically before they consider dropping out. In 2007, the legislature expanded the program to include middle schools.
- **New Mexico SB 561 (2007)** requires each student at the end of grades 8 through 11 to prepare an interim next-step plan that sets forth the coursework for the grades remaining until high school graduation. Each year’s plan explains any differences from previous interim next-step plans and is signed by the student, the student’s parent and the student’s guidance counselor. Next-step plans are based on reports of college and workplace readiness assessments, as available.



Implement Early Warning Systems

- **Rhode Island HB 5351 (2007)** requires intervention in school districts that have a dropout rate greater than 15%, which may include:
 - Early intervention for students who fail Algebra I or any ninth grade math class and have insufficient credits to be promoted;
 - Alternative programs designed to reengage dropouts including dual enrollment courses at the community college level;
 - Increased availability of advanced placement courses;
 - Flexible programs for older students who are currently not enrolled;
 - Comprehensive coaching for middle school students who are below grade level in reading and math;
 - Teacher advisories that are designed to specifically address the needs of youth most at risk of dropping out of school; and
 - Strategies for teens at highest risk for dropping out, including youth in the foster care system, pregnant and parenting youth, English as a second language learners, and teens with special education needs.



Implement Early Warning Systems

Rhode Island - HB 5351 (2007) - continued

- The department is also directed to gather the following data to ensure that all programs are evaluated effectively:
 - Total number of high school suspensions related to truancy;
 - Total number of students enrolled in alternative programs;
 - Total number of students who have been reenrolled in programs with flexible schedules or community college programs;
 - Total number of freshmen who have personal literacy plans;
 - Total number of students who have failed Algebra I or ninth grade math;
 - Total number of students who are repeating the ninth grade;
 - Total number of students receiving remedial programming in the ninth grade; and
 - The percentage of children in the care of the state department of children, youth and families who do not graduate from high school.
- Note: In 2009, **Alabama** passed nearly identical legislation in SB 09-334.



Provide Multiple Pathways to Graduation including College-level and CTE Options

- **Florida SB 1232 (2007)** enacts the Florida Career and Professional Education Act, requiring school boards, local workforce boards and postsecondary institutions to develop a rigorous, relevant curriculum that leads to industry-recognized certification in high demand careers, a high school diploma, and opportunities for high school students to simultaneously earn college credit.
- **Washington SB 6377 (2008)** directs the Office of the Superintendent of Public Instruction to produce a public awareness campaign to highlight high-quality career and technical education programs as a positive education pathway. The office also must approve preparatory career and technical education programs that lead to industry certification or that allow students to earn dual high school and college credit.
- **Louisiana SB 259 (2009)** provides for the high school career option program of an academic major and a career major and provides that students enrolled in such major may participate in dual enrollment or participate in an internship or work-study program.



Support Struggling Students

- **California** and **New Mexico** are among states who have implemented policies to allow students to graduate on five-year and even six-year plans, when necessary.
- **California SB 1251 (2008)** adds five-year graduation rates and six-year graduation rates to the four-year graduation rates that are to be included within the Academic Performance Index of schools, specifying how to calculate the five and six year graduation rates. The legislation provides that schools shall receive half credit for pupils graduating in five years, and one quarter credit for pupils graduating in six years, compared to full credit for pupils graduating in four years.
- **New Mexico HB 333 (2009)** provides that any student passing the state graduation examination and completing all other requirements within five years of entering ninth grade, including a final summer session if completed by August 1, may be counted as a high school graduate for the year in which completion and examination occur and may receive a high school diploma.



Reengage Out-of-School Youth

- As adults, high school dropouts recognize the importance of a high school diploma.
- In a 2006 national poll of 16- to 25-year-old dropouts:
 - The overwhelming majority of poll participants (81 percent) say as adults that graduating from high school is important to success in life.
 - Three-fourths (74 percent) say that if they were able to relive the experience, they would have stayed in school.
 - 76 percent say they would definitely or probably re-enroll in a high school for people their age, if they could.
 - Forty-seven percent say that not having a diploma makes it hard to find a good job. (Bridgeland et al., 2006)



Reengage Out-of-School Youth


- **Texas HB 1 (2006)** enacts the Optional Flexible School Day Program, creating an optional school day program for students in grades 9-12 who are dropouts or at-risk of dropping out. Provides school districts with flexibility in the delivery of the instructional program in terms of the numbers of hours a student attends school each day or the number of days a week a student attends.
- **Texas HB 1137 (2007)** authorizes school districts to admit a person who is at least 21 years of age and under 26 years of age for the purpose of completing the requirements for a high school diploma. The student's attendance is eligible for state funding.
- **Illinois SB 1796 (2009)** established the Illinois Hope and Opportunity Pathways through Education Program to re-enroll significant numbers of high school dropouts in programs that will enable them to earn their high school diploma through year-round classes, summer school, evening courses, and community college courses.



Create a Statewide Strategy for Dropout Prevention and Recovery

Indiana - HB 1794 (2005) and HB 1347 (2006)

- **Consequences for Dropouts.** Students younger than age 18 can drop out of high school only for financial or health reasons or with permission of a judge.
- **Exit Interviews.** Potential dropouts are required to go through an exit interview with their parents and the principal to discuss the economic consequences of dropping out, as well as how they can finish their high school diploma after dropping out.
- **Annual Reporting of School Progress.** On the annual school report card, high schools must report total suspensions, students who are permitted to drop out, work permits revoked, driver's permits revoked, students in the school flex program, and freshmen who do not earn enough credits to become sophomores.
- **Annual Review of Student Career Plans.** Students who are at risk of dropping out must complete student career plans, and schools must counsel them about credit recovery options and services available so the student can graduate on time.
- **School Flex Program.** Students in grades 11 and 12 can enroll in a college or CTE program or be employed. The student is counted as a full-day student.
- **Fast Track Program.** Community colleges and four-year institutions can offer a high school completion program to students age 19 or older.



Create a Statewide Strategy for Dropout Prevention and Recovery

- **Colorado HB 1243 (2009)** creates the Office of Dropout Prevention and Student Re-engagement in the State Department of Education to collaborate with local education providers to reduce the student dropout rate and increase the student graduation and completion rates. The office is required to:
 - Develop a report of best practices for reducing the dropout rate and increasing student engagement;
 - Identify school districts with high dropout rates and provide assistance to them in assessing their practices and creating plans for increasing graduation rates; and
 - Create a student re-engagement grant program to fund district efforts at reengaging dropouts and those at risk of dropping out.



For More Information

Sunny Deye
sunny.deye@ncsl.org

**National Conference of State
Legislatures (NCSL)**
7700 East First Place
Denver, CO, 80230
303-364-7700
www.ncsl.org




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Dr. Gene Reynolds, ACE Learning Centers

ACE Learning Centers

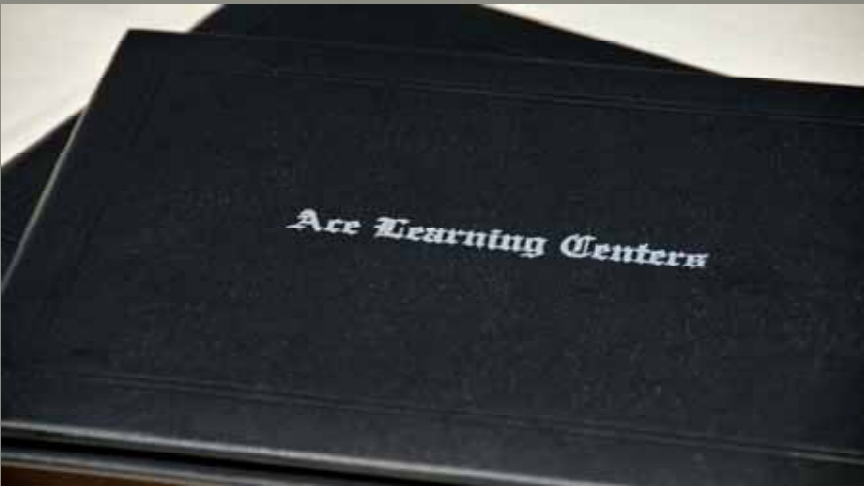


ACE Learning Centers

1

The slide features a grey background with a white rectangular area in the center. At the top of the slide, the text "ACE Learning Centers" is written in a gold, serif font. The central white area contains a logo with the word "Graduation" in a gold, cursive script, a red graduation cap icon to its left, and the word "MATTERS" in large, bold, blue capital letters. Below "MATTERS" is a red horizontal bar with the words "IN MISSOURI" in white, sans-serif capital letters. At the bottom of the slide, the text "ACE Learning Centers" is written in a small, grey, sans-serif font, and the number "1" is in the bottom right corner.

Presenting



ACE Learning Centers- NCA CASI Accredited

2

The slide features a grey background with a white rectangular area in the center. At the top of the slide, the word "Presenting" is written in a gold, serif font. The central white area contains a photograph of a dark blue book cover with the words "Ace Learning Centers" in a white, serif font. At the bottom of the slide, the text "ACE Learning Centers- NCA CASI Accredited" is written in a small, grey, sans-serif font, and the number "2" is in the bottom right corner.

Mission Statement

ACE Learning Centers mission is to:

Empower all students with skills to become productive and responsible members of society.

- Provide a safe, personalized, and supportive learning environment.
- Provide non-traditional approaches to unique learning styles.
- Help students improve attendance, stay in school, and persist to graduation.



Achievement

ACE Learning Centers is a unique non traditional education provider with an established record of helping over 2000 at risk students earn their high school diplomas. Our partner school districts offer the ACE program to meet important state and district goals:

- To promote a safer school climate.
- To improve attendance.
- To increase literacy and achievement.
- To provide credit recovery opportunities.
- To increase the graduation rate.
- To reduce the dropout rate.



Commitment

We maintain a student to teacher ratio of 6 to 1.

We work with each student to develop an individual learning plan with short and long-term goals based on diagnostic testing.

We tailor the instruction to each student's academic needs, using educational software aligned with district curriculum and the state and federal standards.

Qualified, caring teachers facilitate students learning activities providing immediate assistance when needed.

Students work at a reasonable pace, progressing smoothly from remediation to meeting high school level competencies.



ACE Learning Centers

5

Excellence

Students' success is based on mastery of their goals. They must achieve at least 80% mastery in their current lessons before moving on, so progress to more difficult levels feels natural and comfortable.

Students who have switched from traditional time-based learning to mastery learning now are functioning at the level of A's and B's.

Students earn high school credits needed for a diploma from their original school or ACE. The ACE diploma is accredited by NCA CASI and accepted by colleges, universities, and all branches of the military.



ACE Learning Centers

6

ACE Partner School Districts

ACE currently serves over 1100 at risk students with our partner school districts:

St. Louis City
Hazelwood
Pattonville
Bayless
Ritenour
Riverview Gardens
North Kansas City



ACE Learning Centers

7

Characteristics of ACE Learning Centers

ACE is an adaptable, individualized program which complements district initiatives and helps accomplish the school district's objectives of safe and orderly classrooms, improved academic achievement, a reduction in the dropout rate, and improved graduation rate.

All hardware is up-to-date and is supported by technicians to assure that students do not lose instructional time.



ACE Learning Centers

8

Characteristics of ACE Learning Centers

ACE is an adaptable, individualized program which complements district initiatives and helps accomplish the school district's objectives of safe and orderly classrooms, improved academic achievement, a reduction in the dropout rate, and improved graduation rate.

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ACE Learning Centers

Characteristics of ACE Learning Centers

ACE teachers have weekly conferences with students to monitor progress, make adjustments in the program, and keep students focused on their goals according to their individualized learning plan.

A center director, responsible for management of each learning center, maintains continuous communications with parents and guardians, the students' home schools and support services, and the ACE administrative team.



ACE Learning Centers

Characteristics of ACE Learning Centers

- An area supervisor works with each center regularly to improve the quality of the program and to ensure that center directors and teachers receive timely information, support, resources, and professional development.
- ACE utilizes the Quality Assurance Review to maintain the quality of services provided for students and families.



Characteristics of ACE Learning Centers

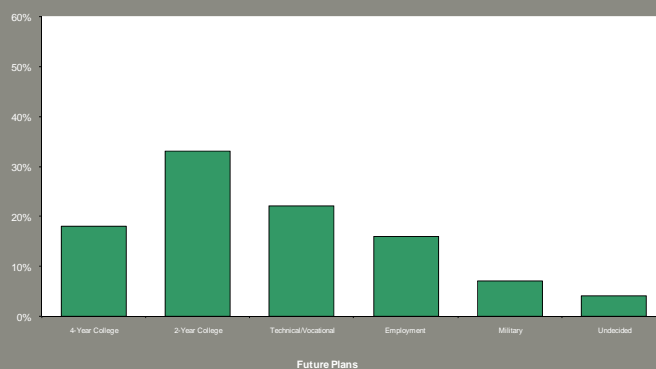
Before graduation ACE teachers help our students with the critical step of post graduation planning with the following activities:

- Senior Career Portfolio- a year long career research project for seniors.
- Recruiters from community colleges, Job Corps, vocational schools, and the military regularly visit our centers.
- Visits to local colleges and career training centers.



ACE Learning Centers

ACE LEARNING CENTERS
GRADUATING CLASS OF 2009 INFORMATIONAL SURVEY



ACE Learning Centers

13

Credit Recovery

ACE credit recovery classes allow students to earn high school credits toward graduation at their home school. Classes are offered in the four core areas of math, English, social studies and science, as well as selected electives for grades 9 through 12. All instruction is computer-based with a teacher in each classroom for student support.

Classes meet for two hours once per week for ten weeks. Since 2006 ACE credit recovery has helped over 4500 Missouri students work towards their diplomas.



ACE Learning Centers

14

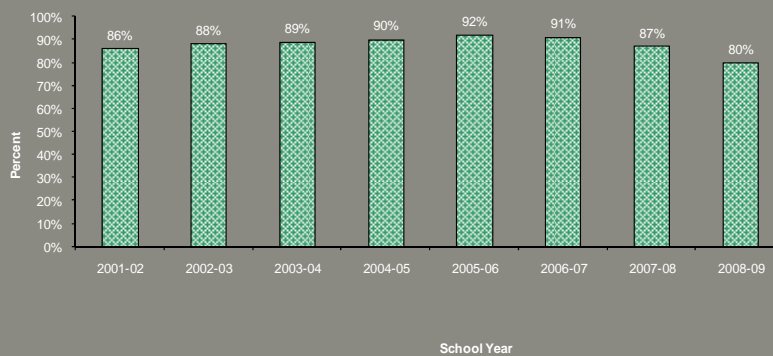
ACE Composite Data 2008-2009

➤ Attendance	88%
➤ Special Ed Population	30%
➤ Retention Rate	78%
➤ Grade Level Growth—Reading	93%
➤ Grade Level Growth—Lang. Arts	94%
➤ Grade Level Growth-Math	80%
➤ Grade Distribution (A's and B's)	56%
➤ Persistence to Graduation	80%
➤ Post Secondary Study	73%

ACE Learning Centers

15

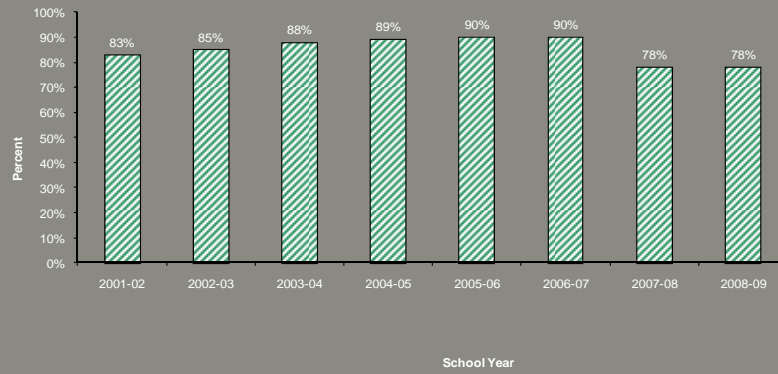
ACE LEARNING CENTERS PERSISTENCE TO GRADUATION COMPARISON BY SCHOOL YEAR



ACE Learning Centers

16

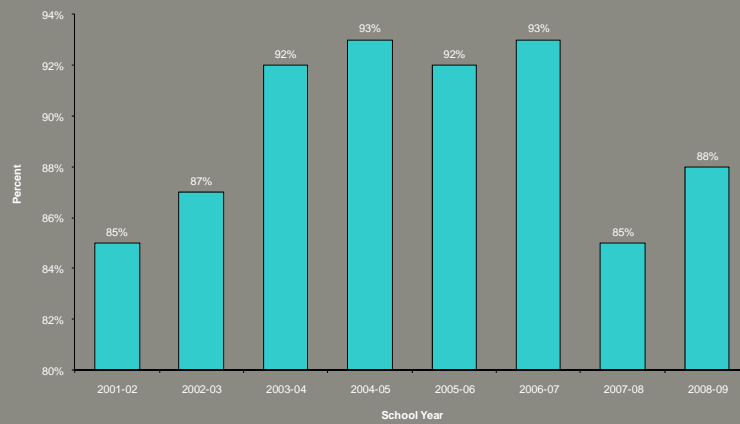
ACE LEARNING CENTERS
RETENTION OF STUDENTS
COMPARISON BY SCHOOL YEAR



ACE Learning Centers

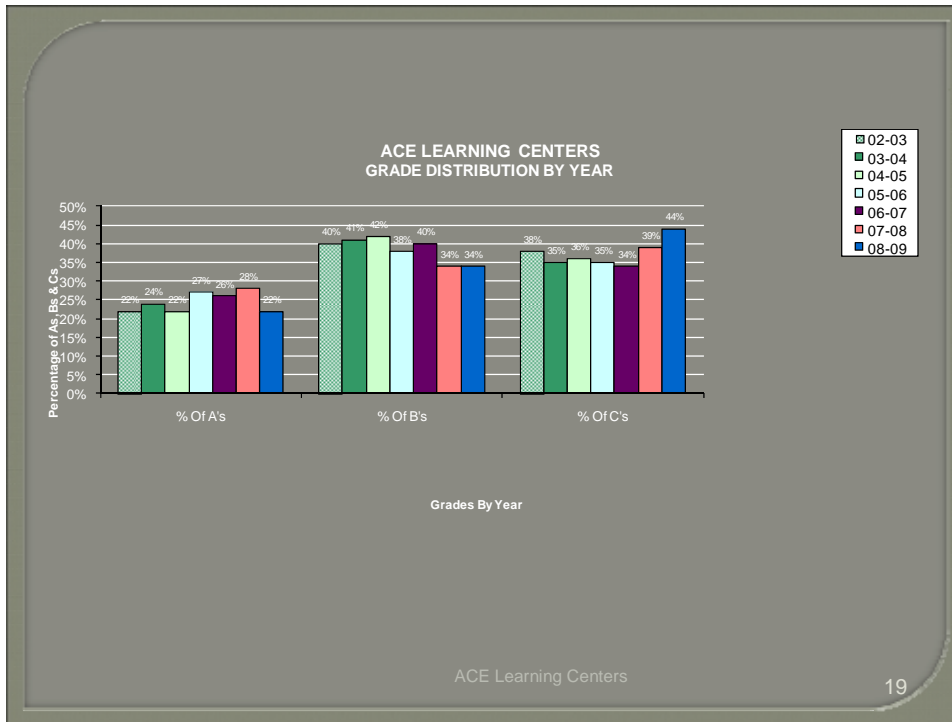
17

ACE LEARNING CENTERS
Average Daily Attendance



ACE Learning Centers

18



19

ACE Learning Centers

*Learning for all;
whatever it takes.*

For further information contact Sam Gulotta @
314 744 1857 or gulottas@sbcglobal.net.




ACE Learning Centers 2009

20

Bill Wilkerson - Mathews-Dickey Boys' & Girls' Club, November 20

A COMPREHENSIVE DROPOUT PREVENTION PLAN FOR STRUGGLING SCHOOLS IN MISSOURI

*"Failure to graduate hurts our children,
damages our economy, and weakens
our national security position in the
world."*

General Colin J. Powell (ret.)

Founding Chair of America's Promise



Innovation In Education From The Mathews-Dickey Boys' & Girls' Club

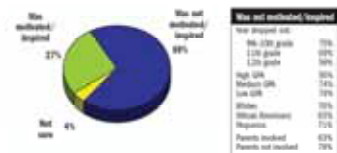


THE SILENT EPIDEMIC...

HIGH SCHOOL DROPOUT CRISIS IN AMERICA



Dropouts Did Not Feel Motivated Or Inspired To Work Hard.



•Every 29 seconds, another student gives up on school. **More than 1 million American high school students** drop out every year.

•Nearly **one-third of all public high school students**, and nearly **one half of all African-American, Hispanic and Native American students**—fail to graduate from public high school with their class.

•There are **nearly 2,000 high schools** in the United States where 40 percent of the typical freshman class leaves school by its senior year.

•The dropout problem is **likely to increase substantially through 2020** unless significant improvements are made.

•Dropouts are more likely than high school graduates to be **unemployed, in poor health, living in poverty, on public assistance, and single parents** with children who drop out of high school.

•The government would reap **\$45 billion in extra tax revenues and reduced costs** in public health, crime, and welfare payments if the **700,000 20-year-old high school dropouts** in the United States today **were cut in half**.

THE DROPOUT CRISIS IN MISSOURI



DROPOUT FACTORIES IN MISSOURI

Number of dropout factories in Missouri: 19

Where are Missouri's dropout factories? The majority of the dropout factories in Missouri are located in St. Louis City and Kansas City. As in most states, dropout factories in Missouri serve high percentages of low income and minority students.

•In the United States today, 1.2 million students fail to graduate from high school on time with a regular diploma.

•About half of these dropouts attend one of the nearly 2,000 schools identified by researchers at Johns Hopkins University as "dropout factories."
•In these schools, the typical freshman class has shrunk by 40 percent or more by the time the students reach their senior year.

Graduation rates: According to independent estimates, Missouri's graduation rate ranks 18th in the nation, at 75 percent. This is 10 percentage points below the state-reported rate of 85 percent.

Gaps in graduation rates by race: Just over half of Black and Hispanic students in Missouri graduate from high school (56 and 57 percent, respectively) while over three-fourths of White students in Missouri graduate (78 percent).

Economic impact of students who drop out: Approximately 19,300 students did not graduate from Missouri's high schools in 2007; the lost lifetime earnings in Missouri for that class of dropouts alone are worth more than \$5 billion.

Alliance For Excellent Education, 2008

MISSOURI HIGH SCHOOL DROPOUT FACTORIES

WASHINGTON - It's a nickname no principal could be proud of: "Dropout factory," a high school where no more than 60 percent of the students who start as freshmen make it to their senior year. That description fits more than one in 10 high schools across America. (Bob Balfanz, Johns Hopkins researcher coined the term "dropout factory.")

There are about 1,700 regular or vocational high schools nationwide that fit that description, according to an analysis of Education Department data conducted by Johns Hopkins for The Associated Press. That's 12 percent of all such schools, about the same level as a decade ago.

1. BAYLESS SR. HIGH
2. CHARLESTON R-I CHARLESTON HIGH
3. FERGUSON-FLOISSANT R-II MCCLUER HIGH
4. KANSAS CITY 33 CENTRAL SR. HIGH
5. KANSAS CITY 33 N.E. LAW & PUBLIC SERV. MAGNET
6. KANSAS CITY SOUTHEAST HIGH
7. KANSAS CITY 33 SOUTHWEST CHARTER SCH.
8. KANSAS CITY 33 VAN HORN HIGH
9. KINGSTON K-14 KINGSTON HIGH
10. NORMANDY HIGH
11. NORTHWEST R-I NORTHWEST HIGH
12. ST. LOUIS CITY BEAUMONT HIGH
13. ST. LOUIS CITY CENTRAL VISUAL/PERF. ARTS HIGH
14. ST. LOUIS CITY CLEVELAND NJROTC ACADEMY
15. ST. LOUIS CITY GATEWAY HIGH
16. ST. LOUIS CITY ROOSEVELT HIGH
17. ST. LOUIS CITY SOLDAN INTERNATIONAL STUDIES
18. ST. LOUIS CITY SUMNER HIGH
19. ST. LOUIS CITY VASHON HIGH
20. RIVERVIEW GARDENS HIGH
21. JENNINGS HIGH
22. ESKRIDGE HIGH (WELLSTON)

THE HIGH SCHOOL DROPOUT EPIDEMIC IN AMERICA



Crime and America's Dropout Crisis

•High school dropouts are three and one-half times more likely than high school graduates to be arrested, and more than eight times as likely to be incarcerated. Across the country, 68 percent of state prison inmates have not received a high school diploma.

• According to researchers, 10 percentage-point increases in graduation rates have historically been shown to reduce murder and assault rates by approximately 20 percent. Increasing graduation rates by 10 percentage points would prevent over 3,000 murders and nearly 175,000 aggravated assaults in America each year, and the country would save over \$15 billion every year, including almost \$10 billion in reduced crime costs alone.

Researcher Mark Cohen found that the total costs involved when a troubled child grows up and drops out of school, uses drugs and becomes a career criminal averages at least two and a half million dollars per individual

Missouri would see crime-related savings and additional revenue of about \$147 million if graduation rates increased by just five percent

Fight Crime: Invest In Kids 2008

•A 10 percentage point increase in graduation in Missouri would result in preventing 74 murders and 4,432 aggravated assaults



THE HIGH SCHOOL DROPOUT EPIDEMIC IN AMERICA



Beaumont High School, St. Louis, MO

2008 Dropout Rate 33.7%



Sumner High School, St. Louis, MO

2008 Dropout Rate 42.2%

•If Missouri dropouts from the class of 2007 had earned their diplomas, the state's economy would have benefited from an additional \$5 billion in income over the students' lifetimes.

EFFECT ON THE ECONOMY

•Each class of dropouts cost the nation more than \$200 billion in lost wages, tax revenues, and spending for social support programs

•The yearly cost to educate a student is \$9,644; the cost to incarcerate a person is \$22,600

•A high school dropout earns on average \$9,200 less a year than a graduate, and about \$1 million less over a lifetime

•Jobs requiring only a high school diploma will grow by just 9% by the year 2008, while those requiring a bachelor's degree will grow by 25%

•4-of-10 dropouts receive some type of government assistance

•Reducing Missouri's dropout rate by 10% a year will earn \$191 million in crime-related savings; and additional state income by \$103 million.



Normandy High School, St. Louis, MO

2008 Dropout Rate 40%

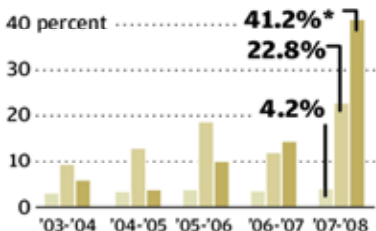
St. Louis Dropout Rate Skyrockets

Nearly a fourth of the high school students in St. Louis Public Schools dropped out last school year

DROPOUT RATES

A new student tracking system allows Missouri to better gauge the dropout rates of school districts.

■ Missouri ■ St. Louis ■ Kansas City



*Kansas City officials maintained in a recent Post-Dispatch interview their district dropout rate is 28 percent.

SOURCE: State of Missouri | Post-Dispatch

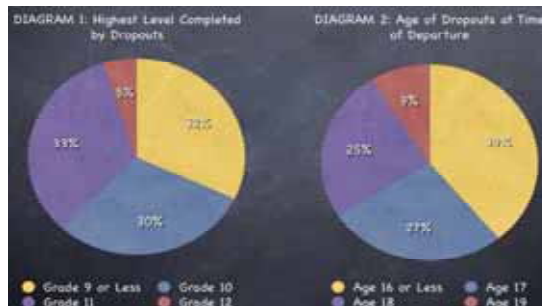
•At 22 percent, it is the single largest spike in city school dropout rates in the last five years, and an 88 percent increase from the prior year.

•State data show the dropout rate in St. Louis high schools ranges from zero at Metro to more than 42 percent at Sumner.

•Only the Kansas City district, which estimated its dropout rate at roughly 28 percent, reported numbers worse than St. Louis.

•"It's a very disappointing piece of information," said St. Louis district CEO Rick Sullivan. "The district's success," Sullivan said, "will be measured not by how many dropouts return to school — but by how effective it is at stopping students from leaving in the first place."

•Experts say the high dropout rates in St. Louis and Kansas City are not that different from those in other U.S. cities. "As shocking as those numbers seem to be, they're not out of line with what we're seeing nationwide," said Daria Hall, a policy analyst for The Education Trust, a Washington think tank. "We have on our hands a dropout crisis nationwide," she said. "And it is most profound for low-income communities and communities of color."



THE FOUR BROAD CLASSES OF DROPOUTS

- 1) **Life events**- students who dropout because of something that happens outside of school -- they become pregnant, get arrested or have to go to work to support members of their family.
- 2) **Fade Outs**- students who have generally been promoted on time from grade to grade and may even have above grade level skills but at some point become frustrated or bored and stop seeing the reason for coming to school. Once they reach the legal dropout age they leave, convinced that they can find their way without a high school diploma or that a GED will serve them just as well.
- 3) **Push Outs**- students who are or are perceived to be difficult, dangerous or detrimental to the success of the school and are subtly or not so subtly encouraged to withdraw from the school, transfer to another school or are simply dropped from the rolls if they fail too many courses or miss too many days of school and are past (or in some cases not even past) the legal dropout age.
- 4) **Failing to Succeed**- students who fail to succeed in school and attend schools that fail to provide them with the environments and supports they need to succeed. For some, initial failure is the result of poor academic preparation, for others it is rooted in unmet social-emotional needs. Few students drop out after their initial experience with school failure. In fact, most persist for years, only dropping out after they fall so far behind that success seems impossible or they are worn down by repeated failure.

The Silent Epidemic Perspectives of High School Dropouts

A report by Civic
Enterprises in
association with
Peter D. Hart Research
Associates for the Bill &
Melinda Gate Foundation
By: John M. Bridgeland
John J. Dilulio, Jr.
Karen Burke Morison
March 2006



MIDDLE SCHOOL FOCUS

•Data shows that students in the 6th grade who are failing in math and reading, and miss more than 10 percent of enrollment days are a 40 percent chance of becoming dropouts. Students who show these red flags in the 9th grade are a 60 percent chance of becoming dropouts. These statistics and others facts point to the importance of focusing on the middle school years in designing any program to stem the dropout epidemic.

•Middle school years present the most perilous transition. Students who make unsuccessful transitions to the middle grades, as evidenced by poor and declining attendance, behavior problems and/or course failure in the sixth grade rarely graduated.

•The middle grade transition is particularly tough because students in high poverty neighborhoods are experiencing multiple changes in their lives, at the very moment they are making an independent decision on whether or not to be engaged with schooling.

"Do whatever it takes to insure that all students earn on-time promotion to the 10th grade. Social promotion does not help anyone, and repeating 9th grade is more often than not a one-way ticket to dropping out. Earning on time promotion to 10th grade is the equivalent of being able to read by second grade. It's a point in time where everything possible and then some needs to be done to accomplish it. In practical terms this means many students will need a double dose of mathematics and reading/instruction in the 9th grade (80-90 minutes a day for the whole year) but part of this instruction will need to be geared to rapidly closing skill and knowledge gaps."

Robert Balfanz, Researcher Johns Hopkins University, for "The Silent Epidemic"

DROPOUTS

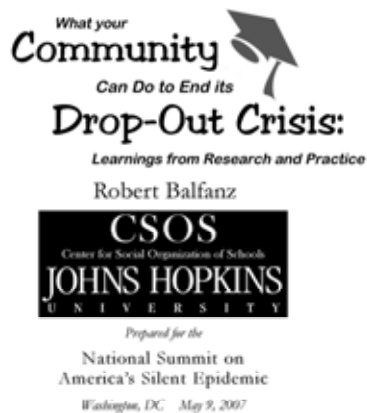
- **About 40% Of Eventual Dropouts Can Be Identified In The 6th Grade & 75% By 9th Grade**
- Struggle In Or Disengage From School For Three To Four Or More Years Before They Drop Out
- Are Preventable
- Ultimately Want To Graduate From High School

Three Steps to Building an Early Warning and Intervention System for Potential Dropouts.

Robert Balfanz, Johns Hopkins University, Jan. 30, 2008

Students Are Knocked Off Course In The Early Secondary Grades By The **A, B, C's**

Attendance
Behavior
Course Failure



A Three Step Plan for Ending the Dropout Crisis in Your Community

There are three essential steps to ending the dropout crisis in our communities.

•**First**, your community needs to understand its dropout crisis and the resources it is currently devoting to ending it.

•**Second**, your community needs to develop a strategic dropout prevention, intervention and recovery plan that focuses community resources, efforts and reforms at the key points where and when students fall off the path to high school graduation.

•**Finally**, your community will need to gather the human and financial resources needed for a comprehensive and sustained campaign and develop the evaluation, accountability and continuous improvement mechanisms needed to maintain it.

Bill Wilkerson, Reach Out St. Louis:

In short, you are on the right track and you have put together a well-thought strategy and course of action. My main recommendation is to take it one step further and for each school you are working with closely map out a three tier intervention strategy that has whole school prevention efforts, targeted efforts for students who need moderate but sustained supports that can typically be delivered in small group settings or individually for only for short periods of time on a steady basis, and then intensive case managed supports for student for whom nothing short of one on one efforts will succeed.

You have done good work and it looks like you are on the path to a strong community based effort to raise graduation and achievement rates. Looking forward to hear how it progresses.

Regards,

Bob Balfanz 7/14/2009

REACH OUT ST. LOUIS!...

A CONTINUATION, NOT A BEGINNING



State Representative Don Calloway In Tutoring Session

Since Martin Mathews co-founded the club for young people with Hubert "Dickey" Ballentine in St. Louis back in 1960, education has always been the focal point around which the athletic activities have spun. The **Computer Literacy Instruction Program (CLIP)** and **Volunteer Tutorial** programs were put in place to help public school youngsters in grades kindergarten through 12 succeed in the classroom. And "**The Sky is the Limit**" and "**Maleness to Manhood Workshop Series**" have helped hundreds of students improve their educational skills, stay out of trouble and pursue their dreams.

So it came as no surprise that when news reached Mathews' desk of the severity of the high school dropout crisis nationally, he initiated a search immediately to find a solution. He called on veteran broadcaster Bill Wilkerson, a board member and longtime supporter, to research the problem and help find an answer.

In May 2008, Mathews and Wilkerson co-founded "**Reach Out St. Louis**," a comprehensive plan to stem the dropout crisis. The focus was on assembling and integrating a wide range of community resources designed to tackle dropout problems from both an educational and social services perspective. This approach was in keeping with the recommendations of noted researcher Robert Balfanz of the Center for Social Organization of Schools at Johns Hopkins University. In his landmark work, "**What your Community Can Do to End its Drop-Out Crisis**," Balfanz says, "**your community needs to develop a strategic dropout prevention, intervention, and recovery plan that focuses community resources, efforts, and reforms at the key points where and when students fall off the path to high school graduation.**" The community needs "**to gather the human and financial resources needed for a comprehensive and sustained campaign...**" This is the essence of "**Reach Out St. Louis!**"

The Mathews-Dickey Boys' & Girls' Club annually serves more than 40,000 young men and women, ages 5-18 in the St. Louis region

THE *REACH OUT ST. LOUIS!* APPROACH

A. EXPERIENCED HUMAN INTERVENTION

In conversations with principals and administrators at the high schools with dropout problems, it was apparent that unloading any great idea on their overburdened desks would quickly go nowhere. So **Mathews-Dickey Boys' & Girls' Club CEO Martin Mathews** assigned experienced staff members to the project to serve as *Resource Directors*, or liaisons between the principals and the community resources brought together by **Reach Out St. Louis!**

As Gates Foundation dropout prevention researcher Robert Balfanz pointed out, "**additional human resources will be needed to end the dropout crisis in your community. In order for evidence-based interventions to succeed they need to be well implemented. Every major new intervention, whether it is at the district or school level, needs an *intervention manager*: someone to keep the people implementing it engaged and on task; to trouble-shoot and customize it to local circumstances, and to improve it based upon implementation learnings. In theory this is supposed to be the school principal, but school principals can only be in so many places, doing so many things at once.**"

Reach Out St. Louis! is that intervention manager.



Martin Mathews, Co-Founder
Mathews-Dickey Boys' & Girls' Club
Reach Out St. Louis!



THE REACH OUT ST. LOUIS! TEAM

Bill Wilkerson, Executive Director: Co-founder of *Reach Out St. Louis!* with Martin Mathews in May 2008. Wilkerson conducted the research upon which the program has based its program approach. He has spent most of his +35 years in the broadcast industry serving Mathews-Dickey as a board member and in various host and speaking capacities. This includes master of ceremonies for the historic trip to the Club by President Ronald Reagan in 1982. He continues in his long-standing role as master of ceremonies for the annual alumni celebration.

Bill Ballard, Director of Operations: Manager of the Resource Directors, Ballard is one of the original 30 boys with whom Martin Mathews formed the Club in 1960. He is a 1963 graduate of Sumner High and active in its alumni association. A graduate of St. Louis University with a degree in business administration, Ballard spent 32 years in management with Boeing (formerly McDonnell-Douglas) in St. Louis. After retirement from Boeing, he spent an additional seven years as City Manager and Base Supervisor for Champion Air in St. Louis. Throughout this time Ballard has volunteered service to the Club, including stints as baseball and basketball coach.

Resource Director Audrey Wilson: While taking on the role as Resource Director for Vashon High School, Wilson also continues her daily duties as Vice President of Marketing for Mathews-Dickey. A 27-year employee at Mathews-Dickey, she has a degree in Criminal Justice from UMSL, and is a graduate of Cleveland High School in St. Louis. She began working at the Club in 1982 with the Summer Camp, and has worked in various departments since that time. A confessed "workaholic," Wilson has taken on the role as liaison to Vashon Principal Barbara Sharp with the enthusiasm and passion that is her hallmark at the Club.

Resource Director Ashley Ware: A graduate of Lake Forest College, Ware came to the Club in June of 2008 as a public relations and special events assistant. While at Mathews-Dickey she has tutored students in math and reading, as well as lent her talents to projects requiring her skills in graphic design and communications. Ware is liaison to Sumner High School Principal Sherman Curtis, and works closely with him and partners Harris-Stowe University, AmerenUE, and Cote Brilliante Presbyterian Church.

Resource Director Johnetta Fowler-Thomas: A ten-year Army veteran who was Airborne-qualified and a sharpshooter, she retired from military service as a Sergeant E-5 and a logistics specialist. Fowler-Thomas has a degree in Business Administration from Southwestern Christian College, and is also pursuing a degree in Criminal/Juvenile Justice from Harris-Stowe University. She came to the Club as an intern in the Public Relations Department; later worked as an employee in that department; and also has worked with the Riverview School District as an Instruction Coordinator. She serves as liaison to Beaumont High Principal Travis Brown, and works closely with school partners Schnuck Markets and St. Louis University.

THE REACH OUT ST. LOUIS! TEAM, CONT.

Resource Director Patricia Burnett: Girls' Program Director at Mathews-Dickey, Burnett has taken on the additional role as liaison to Roosevelt High Principal Terry Houston. Program partners include Boeing, Interco Foundation, Mt. Zion Baptist Church, and Fontbonne University. A 13-year employee at the Club, she works with staff, volunteers, and parents in program development and implementation. Burnett is a graduate of Visual and Performing Arts High School in St. Louis and Fontbonne University.

Resource Director Jacques Fransaw: As a graduate of Cleveland NJROTC Academy, he earned the rank of Cadet Lt. Commander and the position of Alpha Company Commander. Fransaw is a graduate of University of Missouri – Rolla majoring Engineering Management; he graduated in May of 2004. In 2004, Fransaw joined UMR as the Coordinator of the Minority Engineering and Science Program and has revamped the MEP website and the student organizations that are housed in the MEP suite. He has successfully merged the MEP Summer Enrichment Program with the Hit the Ground Running Program, creating one pre-college summer experience for UMR freshmen. He also serves as a site coordinator for the Missouri Alliance for Minority Participation and is a co-principal investigator of a University Transportation Center grant. Fransaw will serve as Resource Director for the Normandy School District.

Music Director Jamie Dennis: An unusually-gifted music artist, Dennis is creator of Edu-tainment, a unique blend of education and entertainment. He uses music as a teaching tool for the youngsters at the Club and for *Reach Out* schools. Dennis has worked with the Missouri Historical Society, St. Louis Science Center, St. Charles Community College, University of Missouri St. Louis, and numerous city grade schools. In 2008 he released "Rappin History," American history in hip-hop rhythm which has been a big hit with teachers and youngsters wherever and whenever it is heard. Dennis will be working with *Reach Out* middle and high school students who have an interest in music. The approach is to use music as a teaching tool, and also an incentive to keep students in school and on the path to graduation.

Executive Assistant Quarnisha Williams: Has worked at the Club in a variety of support roles since 1987. Williams provides a wide range of office skills and support for Club managers. She is a graduate of Forest Park Community College.

ST. LOUIS PUBLIC SCHOOLS COMMUNITY MATRIX

BEAUMONT HIGH Principal: Michael Brown	SUMNER HIGH Principal: Terrell Henderson	ROOSEVELT HIGH Principal: Terry Houston	VASHON HIGH Principal: Barbara Sharp
Yeatman Middle School	Langston, Stevens Middle Schools	Fanning, Long, L'Overture Middle Schools	L'Overture Middle School
RESOURCES DIRECTOR Johnetta Fowler-Thomas	RESOURCES DIRECTOR Ashley Ware	RESOURCES DIRECTOR Patricia Burnett	RESOURCES DIRECTOR Audrey Wilson
ST. LOUIS UNIVERSITY	HARRIS-STOWE UNIVERSITY	FONTBONNE UNIVERSITY	UMSL
GREATER MT. CARMEL MBC	COTE BRILLIANTE PRESBYTERIAN	MT. ZION MBC ST. LUKE MBC	NEW NORTHSIDE MBC

United Way of Greater St. Louis Agencies...Washington University Brown Grad School

Schnuck Markets	Ameren UE	Boeing Interco Foundation	Laclede Gas Peabody Energy
Police Contact: Monica Townson	Police Contact: Richard Booker/Jackie Gladney	Police Contact: Gaston Cole	Police Contact: DeAndre Davis

Kappa Alpha Psi Fraternity...Omega Psi Phi Fraternity... Delta Sigma Theta Sorority
Alpha Kappa Alpha Sorority....High School Alumni Associations...St. Louis Masons

Wells Fargo Advisors...Federation Of Block Units...St. Louis Fire Department...St. Louis Rams

CENTENE CORPORATION...EMERSON....GRICE GROUP ARCHITECTS...THE LAWRENCE GROUP...THE STOLAR PARTNERSHIP
ST. LOUIS POST DISPATCH..... KTVI CHANNEL 2..... KMOX RADIO.....ST. LOUIS TEACHERS UNION LOCAL 420
Federal Judge E. Richard Webber...FBI, St. Louis...Sen. Claire McCaskill...Gov. Jay Nixon...Lt. Gov. Peter Kinder
Bob Costas, NBC Sports...Coach Tony Dungy (NFL ret.)...Isaac Bruce (NFL)...Ozzie Smith (MLB, *HOF)



B. SOFTWARE TO IDENTIFY & TRACK POTENTIAL DROPOUTS

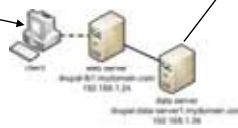


*High Schools



*Middle Schools

DEWS DATA CENTER



REACH OUT ST. LOUIS!

- Resource Directors
- Principals
- SLPS
- DESE

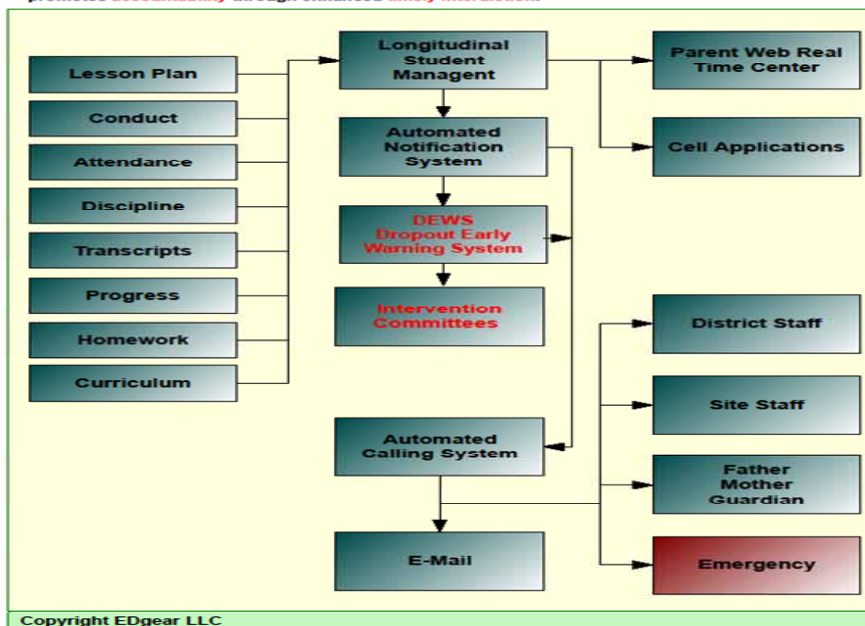
At-Risk Indicators

- Student Attendance
(note absence ratio greater than 10 percent of total enrollment days)
- Student Course Work
(GPA is less than or equal to 1.0, or a decline of .50 from the last grading period)
- Student Behavior
(3 discipline referrals in last 35 days; 5 referrals year-to-date)
- Note Student Age if it is greater than or equal to the grade enrolled plus seven years

**In middle schools student tracking begins in 6th grade focusing on attendance and performance in reading & math. Key grade in high school is 9th, where most dropouts occur. Tutoring needs are handled by university partners; social services needs met by United Way agencies.*

Complete Longitudinal Data Solution

Early detection for possible failure or drop out with automated parent and school staff early warnings promotes **accountability** through enhanced **timely interdiction**.



A Complete Longitudinal Data System Long-term Analysis

"As-It-Happens Communications"

- ❖ Enrollment / Demographics
- ❖ Parent Command Center
- ❖ Attendance
- ❖ Grades
- ❖ Discipline
- ❖ Assignment and Curriculum Tracking
- ❖ Integrated Communications (email, phone)

Purpose

- ❖ To open communications between all stakeholders (LEA, DOE, Parents)
- ❖ To Use Real-Time Data
- ❖ To Identify At-Risk Students
- ❖ To Keep Stakeholders Posted
- ❖ To Create Interventions
- ❖ To Record and Track Success for "Best Practices" Development

Utilize data systems that support a realistic diagnosis of the number of students who drop out and that help identify individual students at high risk of dropping out. States, districts and schools should develop comprehensive, longitudinal, student level databases with unique IDs that, at a minimum, include data on student absences, grade retention, and low academic achievement. Data should be reviewed regularly, with a particular emphasis before the transitions to middle school and high school.
Institute of Education Sciences (IES) Practice Guide...U.S. Department of Education


NOTIFICATION OF MEETING

The Email Notification

School Building Level Committee
Meeting Notification

Meeting Notification for: FRANKLIN, BOBBY **Meeting Date:** 04/28/08

This message is to inform you that you have been selected to participate in a SBLC student referral meeting. Details of this meeting are as follows:

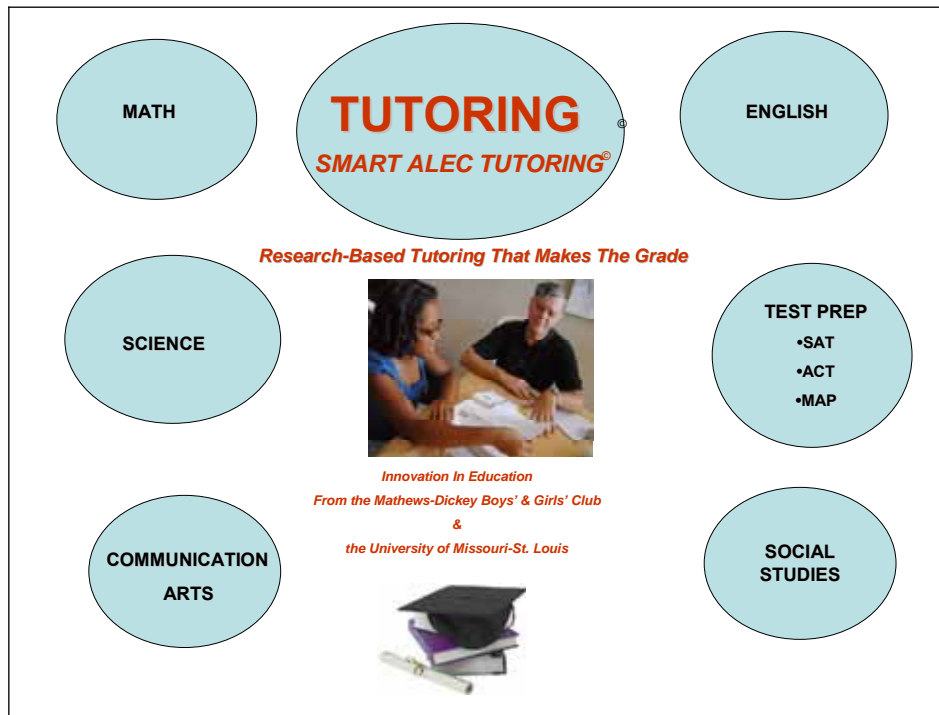
Student:	BOB SMITH	
School:	EDGEWATER High School(001)	
Grade:	12	
Homeroom Teacher:	JANE JONES	
Team Member Assigned:	TOM JONES	
Referral Number:	1	

Referral Comments:

This is the type of referral comments when initialized from DEWS:
 This referral resulted from notification by the automated DEWS systems testing of preset triggers. The student's problem appears as a result of a stormy divorce in his family and the unknown future. We have decided on the intervention types below and assigned a person to monitor progress for future tracking. These interventions will provide the mechanics for the student to return to normal.

Intervention Codes: 0101 Homework hotline, 0102 Teacher assistance, 0103 Peer tutoring program

This is the type of referral comments when initialized from a teachers desk. I recommend a review of this student. He was a straight A student at the beginning of the year. Now his grades are poor and they keep getting worse. He went from being calm to emotional and frustrated. I talked to some of his other teachers and they recognize the same downward pattern.



TUTORING

SMART ALEC TUTORING

The No Child Left Behind Legislation DOES NOT ADEQUATELY ADDRESS THE DROPOUT CRISIS

Although there are debates and legitimate concerns about NCLB's methods and requirements, consensus has emerged on one of its major flaws: **NCLB focuses on improving outcomes for students in grades K-8, and does little to improve outcomes for high school students.**

While many of the provisions of NCLB do apply to all public schools, including high schools, the law was designed primarily with the earlier grades in mind. The law does not take into account either the nation's evolving needs for an increasingly better educated populace or the considerable differences between elementary schools and secondary schools. Thus, **NCLB emerged with provisions that often neglect, or that are even at odds with, the needs of America's millions of secondary students, particularly the six million students who are most at risk of dropping out of school each year.** As a result, the educational and equity promises of NCLB fail to extend to America's older students.

Alliance For Excellent Education

SCHOOL DISTRICT ADMINISTRATORS IN THE ST. LOUIS PUBLIC SCHOOL SYSTEM AND THE NORMANDY SCHOOL DISTRICT SAY **THE #1 RESOURCE** THAT WOULD ENABLE THEIR STUDENTS GRADES 6-12 TO MAKE UP THE GRADE LEVELS THEY ARE CURRENTLY BEHIND AND THE COURSES THEY ARE FAILING IS **QUALITY TUTORING**



$$2x^2 - 3x - 2 = 0$$

$$(2x + 1)(x - 2) = 0$$

$$x = -\frac{1}{2} \text{ or } x = 2$$



Research-Based Tutoring That Makes The Grade

- **SMART ALEC** Chief of Instruction Judith A. Cochran, Ph.D, is Executive Director of Tutorial Education at the University of Missouri, St. Louis
- Dr. Cochran has extensive experience in working with high school dropouts; has designed tutor training for AmeriCorps; and is a reading and literacy expert
- Tutors trained and managed by Dr. Cochran serve 31 different St. Louis Public schools, in addition to area libraries, community centers, and youth agencies.
- For middle and high schools, **SMART ALEC** works with classroom teachers to design intervention programs using benchmark test data for six grade levels in four content areas
- As requested by principals, **SMART ALEC** focuses on providing highly-qualified tutors **during the school day** working closely with administrators and teachers on scheduling

Research shows that low academic performance, absenteeism, and grade retention are related to dropping out. Providing academic supports, such as tutoring or enrichment programs, helps address skill gaps and offset a cycle of frustration, and can enrich the academic experience for students who may be bored or disengaged. *Institute of Education Sciences*

A large group of students failed to get a solid foundation in core subjects such as math and reading in grades 1-5 because they were absent from the classroom through no fault of their own.

SMART ALEC TUTORING

A large group of students failed to get a solid foundation in core subjects such as math and reading in grades 1-5 because the teacher-student ratio prevented individualized instruction.

THE SMART ALEC APPROACH TO EFFECTIVE TUTORING

- The first step will be to obtain the content deficits for each grade level as identified on the most recently-administered benchmark tests. Intervention programs will be developed using the benchmark test data and RITE templates. Intervention programs will follow educational standards targeted by school administration and faculty. The individuals who develop the six grade levels of intervention programs in four content areas will be trained by RITE and high school faculty and use the materials in the RITE best practices and Ward E. Barns libraries. The programs are expected to take two months to develop and cover a six month time period. Training manuals and resource materials will be prepared for the tutors. The program developers will be solicited from graduate level courses taught Fall semester 2009. Developed programs will then be evaluated by school department heads in the each of the subject areas; **math, science, communication arts and science**. Once the programs are approved, the training of tutors will be conducted.

- Classroom tutors will be hired from advertisements placed on RITE university employment websites: Harris Stowe, Fontbonne, Webster, Maryville, St. Louis University, University of Missouri, St. Louis and Washington University. Hiring will consist of completing paperwork that will include transcripts and a writing sample and content test, interviews and a school orientation of resources and staff responsibilities. Tutor training will be conducted by pairs of teacher and program developers and administrators.

- Student attrition will be the first measure of program success. The second criteria of success will be the retention of tutors. The third measure of program success will be the improvement of students' attendance and grades. The final measure of success will be the modification of the intervention programs based upon student and tutor responses.

TECHNOLOGY



Educational Technology Is Needed

Educational technology is needed for a variety of reasons. It provides an alternative method of learning for those who struggle to learn using traditional methods. Technology can be used to address multiple intelligences and also to provide authentic learning experiences for students. It helps to prepare students for the world of work. **Almost every job today requires some level of computer knowledge and ability.** A U.S. Department of Labor Report states, "By 2006, nearly half of all U.S. workers will be employed in industries that produce or intensively use information technology products and services" (21st Century Workforce Commission, June 2000, p. 10). **The unskilled positions that were filled by dropouts are quickly disappearing.**

Merely providing connectivity is not enough. **There must be qualified teachers to use the technology and teach students how to use it. The need for qualified teachers is particularly acute in Title I schools.** There is concern over the growing digital divide between low-income and middle class families and schools.

Expected Benefits

Technology can remove barriers to learning and be especially helpful to at-risk students. The use of educational technology can:
Improve student mastery of content;
Provide individualized instruction;
Improve students' attitudes toward learning;
Prepare students for the workforce; and
Increase the cost effectiveness of instruction (Boe, 1989).

National Dropout Prevention Center/Network



Computers can expand the educational horizons for teachers and students. With technology training and support for teachers and students, the full potential of instructional technology can be realized

FAMILY COUNSELING & SUPPORT



Roosevelt High School students, as identified by administrative leadership from Roosevelt, would receive supervised social work services based on individual needs compatible with the Reach Out St. Louis! program. In addition, current and new social supports and services at Roosevelt High School could be developed and enhanced by Brown School students that include but not limited to the following areas that may contribute to drop-out prevention:

- Time Management and Attendance
- Job readiness
- Career Counseling
- Anger Management/Bullying
- Peer Mediation Groups
- College Preparation

The George Warren Brown School of Social Work at Washington University will create a graduate student field education unit in partnership with the Reach Out St. Louis! program at Roosevelt High School to implement, monitor, and evaluate a pilot drop-out prevention program developed by Reach Out St. Louis. The field unit would partner with the academic administration at Roosevelt High School to support at-risk youth and their families on a variety of fronts and the Brown School will provide additional work to advance development of the drop-out prevention model.



Advocating Student Excellence (ASE)...is a practical counseling delivery system for school and community-based interventions, developed and operated out of the Division of Counseling and Family Therapy (DCFT) at the University of Missouri-St. Louis (UMSL). The purpose of the ASE program is to offer supplemental mental health and academic support services to traditionally underserved and marginalized populations using theoretically and culturally appropriate intervention strategies. The program will begin as a pilot at Normandy High School and focus on critical preventative and resiliency-building services, in addition to offering a variety of responsive services (e.g., crisis support, grief and bereavement counseling)

THE REACH OUT ST. LOUIS! SUPPORT TEAM



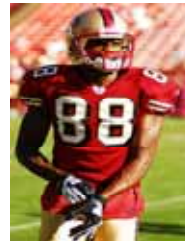
Tony Dungy



Bob Costas



O.J. Atogwe



Isaac Bruce



Ozzie Smith



**Normandy School District
Supt. Dr. Stanton Lawrence**



Martin Mathews



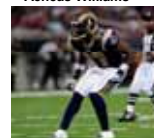
Aeneas Williams



St. Louis Police Chief Dan Isom



**St. Louis Public Schools
Supt. Dr. Kelvin Adams**



James Butler

Why Did They Let Me Leave?

Mary Ann Kramer
Literacy Roundtable and
Literacy for Social Justice Teachers Research Group

Why Did They Let Me Leave?

- **Transformative question**
- **Whose responsibility is it?**
- **Complex reasons for leaving**
- **Right to an education**

Why They Leave

- **Common Responses**
- **Influencing Factors**
- **When conditions for leaving begin**

Why Did They Make Me Leave

- **Push-Outs**
- **School to Prison Pipeline**

Recommendations

- **Let Teachers Teach:**
 “If I’m not learning, are you teaching?”
- **Start Early**
- **Teach Reading Beyond Third Grade**
- **Teacher Education**

Recommendations

- **Address Special Education and Tracking**
- **Reduce Suspensions & Expulsions**
- **Implement Alternative Disciplines**
- **Stop the School to Prison Pipeline**

Recommendations

- **Include Family**
- **Stop blaming**
- **Reframe the debate**
- **Fund education across the lifespan**



Adult Education and Literacy

- **Part of Solution**
- **Services and Resources**
- **Data**
- **Funding**

Adult Education & Literacy Fiscal Year 2008

JUST THE FACTS: Adults Served

Number Enrolled: 52,486 (Total Students enrolled)

Adults Served: 33,497 (Students attending at least 12 hours and have a pre test)

Gender:

Male: 17,801 53%

Female: 15,696 47%

Age:

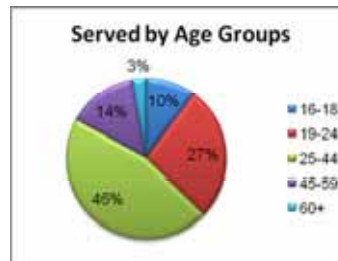
16-18: 3,401

19-24: 9,066

25-44: 15,304

45-59: 4,775

60+ : 951



Academic Functioning Levels:

Adult Basic Education (ABE) students whose assessments place them in National Report System (NRS) levels 1-4 (Grade Equivalent 0.0 – 8.9)

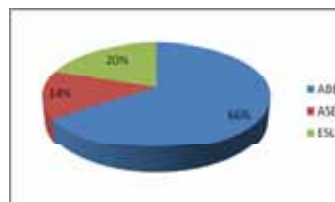
Adult Secondary Education (ASE) students fall in NRS levels 5-6 (Grade Equivalent 9.0-12.9)

English as a Second Language (ESL) students fall into NRS levels ESL 1-7 (Grade Equivalent 0.0-8.9)

ABE: 22,061

ASE: 4,775

ESL: 6,661



GED Test

- **An Alternative , Not a Substitute**
- **Test Content**
- **Data**

MO 2007 Target Population: 756,515*

Test Candidates: 12,134

Test Completers: 12,061

Test Passers: 9,484

*based on 2000 census data

GED TEST FACTS

Who Accepts the GED Credential

- Credentials are issued by jurisdictional partners
- 98% of colleges and universities that require a high school diploma accept the GED credential (Annual Survey of Colleges 2007. Copyright © 2007. The College Board.)
- 96% of companies accept applicants with a GED credential for jobs requiring a high school degree (Society for Human Resource Management, 2002)

Over 17 million people have earned a GED credential since 1943.

Education is a Right

Education is a right recognized within the United Nations Universal Declaration of Human Rights. Most states have similar statutes declaring education as a right.

It is our responsibility as parents, teachers, administrators, lawmakers, and community members to ensure everyone is afforded an equal high-quality education.

It is an essential element of an informed citizenry.

More Info

Contact: Mary Ann Kramer

MaryAnn.Kramer@slps.org

314-367-5000

www.literacyroundtable.org

www.umsi.edu/~lsjtrg

www.mo.dese.gov/divcareered/adult_ed

www.national-coalition-literacy.org

www.coabe.org

www.pbis.org



Literacy Position Statement 2009



**Unlock
the Power
of Literacy**

www.literacyroundtable.org

- **The primary purpose of assessment is to inform instruction.** Educational programs and teachers must be accountable and assessment is an important part of this. However, too much instructional time is being taken up and content determined by high stakes, punitive tests. Accountability is best served if multiple forms of assessment are combined with appropriate resources and used to inform and improve instruction, not punish programs, teachers, and students.⁶
- **The debate on education needs to more accurately reflect the complexities of education, the importance of education across the lifespan, and the principle that a high quality education is the right of all.** The current debate presents polarizing choices, single issue solutions, and pits children against adults, public schools against charter schools, native English speakers against non-English speakers, parents against schools, and professionals against volunteers.

For more information, contact:

Literacy Roundtable

c/o St. Louis Public Library
1301 Olive
St. Louis, MO 63103

Phone: 314-539-0365 - Missouri
618-468-4145 - Illinois
E-mail: cstancil@slpl.org
vhinkle@lc.edu

⁶ See , for example, position statements generated by the International Reading Association, National Council of Teachers of English, Literacy Research Association, American Educational Research Association, and Fair Test.

The Literacy Roundtable is a consortium of literacy providers serving the Missouri/Illinois bi-state region. As an independent not-for-profit board of literacy organizations, based on our expertise, we recommend the following be considered in addressing literacy and related issues in the public forum.

- **Literacy education is situated within the larger context of social needs such as housing, health care, and workforce development.** As such, in the United States:
 - Low health literacy costs between \$106 and \$238 billion each year in the U.S. ¹
 - More than 56% of all state and federal corrections inmates can barely read and write. ²
 - 30 million people over age 16 (14% of the adult population) don't read well enough to fill out a job application. ³
- **Literacy is the learning of knowledge, identities, ideas, and strategies that unfolds across the lifespan.** Throughout their lifetime, people encounter many changes that make continued access to education important. Changes in the economy, healthcare and technology require individuals to broaden or improve their reading, writing, English language, math and critical thinking skills.

¹ University of Connecticut Study, 2007, National Patient Safety Foundation:
<http://www.npsf.org/pr/pressrel/2007-10-11.php>

² National Assessment of Adult Literacy (NAALS) 2003 study, Literacy Behind the Bars, released in 2007.
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007473>

³ NAALS 2003 study, <http://nces.ed.gov/naal/index.asp>

- **Education is a human right as stated in the United Nations Declarations of Human Rights.**
Providing public education is a responsibility of society and is a service essential to the social welfare of its citizens.
- **Education is a civil right and is essential to fulfill the democratic principles on which our country was founded.** While access to education is not a right enumerated in the United States Constitution, it is guaranteed by every State Constitution and is the subject of substantial state and federal legislation, court decisions, and U. S. Senate and House of Representatives resolutions.⁴
- **The promise of a literate citizenry is compromised if education is not fully funded across the lifespan.**
Spending nationally for education in 2003-2004 was \$8,287 per pupil for K-12, \$6,500 for Head Start and \$212 for adult education. Funding for adult education is an effective investment and should be increased to levels comparable to K-12.⁵ Furthermore, all levels of education require increased funding to effectively achieve national goals.
- **The teacher is the primary agent of instruction, not the program, and every effort must be made to provide qualified literacy teachers for each classroom.** Students of all ages deserve high quality instruction that is grounded in research, engaging, and designed to meet their unique instructional needs. To ensure this high quality instruction, professional teachers, volunteer tutors, and other instructors must have access to high quality research based professional development.

⁴ For example, U. S. House Resolution 29 declares the right of every citizen to an equal, high-quality public education.

⁵ Of the 96 programs funded by the U. S. Department of Education, adult education is one of only four education programs that received an effective rating in 2006 from the Office of Management and Budget.

Charles Smith, MNEA, November 20

Missouri House of Representatives Dropout Prevention Task Force

November 20, 2009

University of Missouri-St. Louis

Millennium Student Center- Century A

One University Blvd

St. Louis, MO 63121

Representative Jamilah Nasheed, Chair

Graduation Rates in Missouri Compared to the National Average

The most credible and reliable estimates of high school graduation rates are the Averaged Freshman Graduation Rates or four-year, on-time graduation rates calculated by the National Center for Education Statistics (NCES), the nation's "official" graduation rates. They estimate the percentage of public school students that graduate with a regular high school diploma, four years after they entered high school. This is often described as graduating "on time."

On the next slide are the most current four-year, on-time graduation rates from NCES for Missouri and the nation as a whole. Overall, on-time graduation rates for all students, and for all student racial-ethnic groups, are higher in Missouri than in the nation as a whole. The lowest graduation rate in Missouri is among Black students

Student Groups	Four-Year, On-Time Graduation Rates, 2006-07	
	Missouri	The Nation
All Students	81.9% (60,275 students)	73.9%
American Indian/Alaska Native	90.6% (222 students)	61.3%
Asian/Pacific Islander	100% (1,035 students)	91.4%
Hispanic	86.7% (1,371 students)	62.3%
Black, non-Hispanic	68.8% (8,970 students)	60.3%
White, non-Hispanic	84.2% (48,677 students)	80.3%

Dropout Rates in Missouri Compared to the National Average

- Dropout rates are calculated annually rather than over a four-year period as are graduation rates. This means the percentages are not terribly dramatic (i.e., the percentages are small). And, as the table in the next slide shows, there really isn't much "news" here. Missouri compares favorably with the nation as a whole.

Student Groups	Dropout Rate and Number of Dropouts, Grades 9-12, 2006-07	
	Missouri	The Nation
All Students	3.7% (10,688 students)	4.4%
American Indian/Alaska Native	4.6% (56 students)	7.6%
Asian/Pacific Islander	2.4% (105 students)	2.6%
Hispanic	6.8% (510 students)	6.5%
Black, non-Hispanic	6.5% (3,270 students)	6.8%
White, non-Hispanic	3.0% (6,747 students)	3.0%

When Do Students in Missouri Drop out Compared to the National Average?

Nationally, dropout rates in 2006-07 increased as grade level increased. Grade-level to grade-level increases in the number of students who dropped were not as great in Missouri. Unfortunately, NCES doesn't break down this information for various racial-ethnic student groups.

Student Groups	Dropout Rate and Number of Dropouts by Grade, 2006-07				
	Grade 9	Grade 10	Grade 11	Grade 12	
The Nation	3.4%	3.7%	4.2%	6.5%	
Missouri	3.0%	3.7%	4.4%	4.1%	

Student “Pushouts”

Students are either counseled or forced out of a school prior to graduation because their presence makes it more difficult for the school to meet some goal of the school. For example, when school funding is tied to test scores, schools that can get rid of low-performing students, can increase their average test scores. Another example: If a school can push out enough low-performing students in student racial-ethnic groups, they increase their chances of making AYP under No Child Left Behind.

“Pushouts”

Students also are pushed out of school because they present discipline problems, they are “too old,” or they don’t have enough credits to graduate. Even in cases where students can legally remain in high school until they are 21, they may be counseled out after they are over 18. Many pushouts are told they need to go to a General Educational Development (GED), and while a GED certificate is better than nothing, it does not provide the same entrance to jobs or college that a regular high school diploma does.

“Pushouts”

School pushout also can occur when a school repeatedly suspends a student, when a student is expelled under zero tolerance policies or when a student is forbidden from returning to school because of a criminal record. Zero tolerance policies are likely contributing to the pushout phenomenon.

“Pushouts”

With respect to available research on high-stakes tests, some studies report that the tests increase the likelihood of students dropping out. That is, high-stakes tests create incentives for low-scoring students to drop out or for schools to push out students who would not do well on the tests in subtle (and not so subtle) ways.

Low-Graduation Rate High Schools in Missouri and the Nation

There are approximately 2,000 “low-graduation rate” high schools in the country. They produce more than half of the country’s dropouts, and two-thirds of dropouts are among students of color. They are concentrated in 17 states, and these 17 states produce 70 percent of the nation’s dropouts.

Research Info

Missouri is not one of the 17 states. However, researchers at Johns Hopkins University have identified 22 low-graduation rate high schools in Missouri. Of the 22, the highest concentrations are in St. Louis and Kansas City. Approximately half (10 schools) are in St. Louis City School District; four more are in the Kansas City School District.

What do we know about “low-graduation high schools?”

These are under-resourced, over-challenged schools. They educate almost exclusively low-income students, and less than half receive federal Title I funds. Many struggle with high student retention rates, student performance that is two or more years below grade level, high rates of special education placement, severe student attendance and behavior problems, and high teacher and administrator absenteeism and turnover.

How do we improve these schools?

- States and districts need to:
 - Intervene in schools that have chronically low graduation rates through effective, coordinated efforts that involve the school and the community.
 - Recognize that increasing graduation rates at these schools may well involve community and school transformation, so they require the infusion of dedicated resources – time, money, personnel.
 - Invest resources so that educators can reach out to, and involve, stakeholders that will benefit from dropout reduction, including groups interested in educational excellence, economic growth, youth development, and crime reduction, as well as those stakeholders that bear the costs of high dropout rates including businesses, civic groups, advocacy groups, law enforcement, health care, social services, and neighborhood organizations.

Successful Strategies that Missouri Could Implement

School districts and schools need the state's policy support so that they can build strong personal relationships at school between students and adults. Help us:

- Reorganize schools to create small learning communities for students and teachers.
- Provide educators with time and training so they can create caring, long-term, individual relationships between students and adults in the school so that each student has an adult they can turn to and rely on.
- Put advisory, advocacy, and counseling systems in place in every school to meet students' academic and personal needs.
- Provide educators with time and training so they can make strong and effective connections with students' families through regular communication, school and community events, and home visits.

Strategies

School districts and schools need the state's financial support so we can create an early warning system to identify students at risk of dropping out.

- Provide the resources to train schools staffs to use data on student attendance, behavior, and academic performance to identify students who are at greater risk of dropping out. Such data monitoring should begin in the upper elementary grades, a time when students begin to get off track toward graduation.
- Provide schools with the personnel, funding, and other resources they need to address student problems that are identified by an early warning system as the problems surface.

Strategies

School districts and schools need the state's financial and policy support so that they can make sure that students don't fall behind and fail academically. Help us to :

- Reduce class size in all grades, including middle and high school.
- Create small- learning communities in secondary schools through grade-level academies and/or schools within schools.
- Provide one-on-one tutoring and intense support before school, after school, in the evenings (high school students), in summer school, and in the first quarter of each school year.

Strategies

- Provide extra courses in core subjects for students who need to catch up academically.
- Offer credit recovery programs to students who have too few credits to graduate.
- Provide students who need extra time five years to graduate.
- Provide time for teachers to collaborate on how to best help students who are struggling academically.
- Make sure schools are staffed by skilled and knowledgeable teachers who are experts in what they teach and in how to teach.

Strategies

School districts and schools need the state's financial and policy support to offer students options for how they prepare for college and the job market. Help us:

- Offer students career and technical education as well as a college preparatory curriculum.
- Partner with higher education so students can take college courses while they are in high school.
- Provide project-community-based, and service-learning opportunities that help students see the relevance of what they learn in school to their lives and interests outside school.
- Offer students effective alternative programs within schools and the option of attending alternative schools.

Strategies

Students drop out of high school for a variety of reasons. Some are related to their experiences in school; some are not. This means that schools and educators alone cannot solve the dropout crisis. Solutions must be forged by a broad spectrum of those who care enough to take action, including NEA members and other educators, school board members, mayors, governors, legislators, parents, health and social service organizations, philanthropies, youth advocates, and business leaders.

Increasing graduation rates is also about early intervention; that is, providing students with additional support when they begin to get off-track to graduation. To do that, we recommend that schools closely monitor – and use – the following information to construct an “early warning system”: attendance, behavior, effort, academic performance (especially in reading and math). Schools routinely collect information in each of these areas, but they often do not have the time, nor the personnel on staff, that enable them to examine this information periodically during the school year (perhaps every six weeks) to identify students who are beginning to go “off-track” and intervene immediately. Schools need additional resources to hire staff, or provide stipends to teachers, who can pull together these data for review every six weeks.

We also know that we need effective programs to help us increase graduation rates. In the classroom, effective means the program will work – will improve students’ learning – when it is faithfully implemented. Many programs – whole school reform, reading/literacy, after-school – and others “court” school districts in Missouri and argue that their program is effective. The state can help educators identify, and implement, truly effective programs by evaluating the strength of the research evidence unpinning them and sharing that information with educators and school boards so that districts, communities and schools are using programs that really will help them increase graduation rates.

My Parting Words

I have attempted to share a few generic strategies that I believe would apply in Missouri.

Thank you for your time!

Executive Summary

St. Louis City's Dropout Crisis

On February 24, 2009, in an address to Congress, President Barack Obama called the country's dropout crisis a "prescription for economic decline." He said three-quarters of the fastest-growing jobs require education past high school. And he called on our country to "expand the promise of education."

Addressing the high school dropout crisis is no longer just a moral imperative – it is a social and economic must.

In the City of St. Louis, roughly one-half of youth drop out¹. They leave because they have no place to live, have gotten pregnant, or have to support their family. Yet, without a high school degree, they are more likely to rely on public assistance, engage in criminal activity, become teenage parents, be unemployed, and earn much less than those who graduate².

Our community needs a portfolio of innovative, working and replicable school models that will re-engage dropouts and make them college-able and workforce-ready, so that they can experience success in life, and contribute to the stabilization and strengthening of our community.

Addressing the Crisis

Shearwater High School is a public charter school that aims to address St. Louis City's dropout crisis. We will provide youth, ages 17-21, who have dropped out, or whose level of disconnection makes an on time graduation improbable, with a quality education, and the chance to grow and thrive both socially and economically, so that they can graduate college-able, workforce-ready, and prepared for success in adulthood. Shearwater High School is a Missouri-approved public charter school, that is sponsored by Saint Louis University, and endorsed by the Mayor of the City of St. Louis. The school is poised to open in August 2010.

History: The Shearwater High School model has been planned and benchmarked against the top-ranked charter and alternative school designs across the country, including but not limited to the Big Picture Learning Company, Early and Middle College, Career Academies, Maya Angelou Public Charter School, Open Meadows High School, and the Academy of Urban Learning. Shearwater's founding team took a collection of national working practices and modified them to fit the needs and interests of St. Louis City youth, resulting in Shearwater High School's preliminary design. With this model in hand, our team formed committees of engaged community educators, social workers, and leaders, who vetted and further refined our school design. Out of this rigorous planning process emerged Shearwater's **RISE Model for Success**:



REENGAGEMENT: GETTING STUDENTS BACK INTO SCHOOL, AND KEEPING THEM ENGAGED.



INSTRUCTION: PROVIDING RIGOROUS GENERAL AND TECHNICAL EDUCATION THAT IS PERSONALIZED TO EACH STUDENT.



SOCIAL DEVELOPMENT: CONNECTING STUDENTS TO THE SOCIAL SUPPORTS & THE OPPORTUNITIES THAT THEY NEED.



ECONOMIC DEVELOPMENT: ALLOWING STUDENTS TO MAKE, SAVE, & BECOME PRUDENT STEWARDS OF MONEY.

Shearwater High School will **Reengage** dropout and disconnected youth, ages 17-21, who desire to come back to school through a combination of quality **Instruction**, and **Social** and **Economic** development opportunities. Our goal is that all Shearwater students graduate from high school with the skills, finances, and experiences that enable them to enter into adulthood ready for college and careers.

At Shearwater High School students engage in year-round schooling. School days run from 9:00 am – 5:00 pm, to simulate a workday. For half of the school day, students have accelerated and personalized instruction with a 1:15 teacher-to-student ratio; students spend the other half of the day in paid internships, where the more students learn, the more they earn. The combination of work- and classroom-based learning, allows students to accrue academic credit, save for college, and gain exposure to and training in our fastest-growing industries. Through this model, students will identify and strengthen their work ethic, and learn to negotiate their needs, commitments, wants, and aspirations.

¹Missouri Department of Elementary and Secondary Education, 2008

²U.S. Government Accountability Office 2008 report on Disconnected Youth

Collaborative Agencies: Shearwater High School's onsite transition specialists will work with our collaborative agencies to provide students with the additional supports and services that they need to stay engaged and succeed, both in school and in life. These services may include childcare, healthcare, housing, counseling, or legal assistance. The following agencies were invited to collaborate with Shearwater, because of their integrity, positive outcomes, and the quality services that they provide to youth: United Way of Greater St. Louis, Urban League of Metropolitan St. Louis, Teach For America St. Louis, Youth In Need, Covenant House Missouri, Epworth Children & Family Services, St. Patrick Center, Project Ark, and Employment Connection.

College & University Affiliates: Shearwater believes that the involvement and partnership of colleges and universities will strengthen the possibility of transitioning each student into post-secondary education, as well as creating a strong and replicable school model. We currently have college and university ties with Saint Louis University, Ranken Technical College, Washington University in St. Louis, and St. Louis Community College.

Saint Louis University serves as Shearwater's Sponsor, acting as the public overseer for the school. Ranken Technical College shares a similar vision and approach to education and work-based learning, and is working with Shearwater leadership to design innovative pathways and partnership opportunities. Select leadership and faculty at Washington University in St. Louis have agreed to work with Shearwater on research and evaluation. Leadership at St. Louis Community College is determining the ways in which Shearwater students can transition into its college programs.

Financial & In-Kind Contributors: Shearwater is fortunate to have key contributors give because they believe that Shearwater is a needed addition to St. Louis City's educational portfolio, and the national education landscape. Some of our key contributors include the U.S. Department of Education, Emerson, the United Way of Greater St. Louis, Lutheran Foundation, Staenberg Family Foundation, Ameritime, Brenda and Maurice Newberry, Maxine Clark and Robert Fox, Ron and Pam Rubin, Greg Wendt, Clarence Barksdale, and the White Stone Trust.

Budget & Funding Needs: Shearwater High School's cost per student is benchmarked to similar alternative education models across the United States³. Our provision of additional supports and services, such as updated technologies, case management, a mentorship program, paid internships, low student-to-teacher ratios, plus our year-round schooling model, creates a need for Shearwater to raise private dollars to subsidize what public sources cannot cover. Private fundraising needs are highest in year one of operations, due to start-up costs, and low state aid; state aid is lowest during this first year because certain public revenue sources, such as Proposition C, are unavailable to schools during their first year of operations. The chart below describes our total anticipated student costs and fundraising needs over time:

2011	\$325,050	75		81%	\$9,435	\$3,587	\$800	\$8000
2012	\$379,124	150		87.2%	\$9,486	\$1,408	\$400	\$5500
2013	\$584,918	165		88%	\$9,527	\$968	\$364	\$5500
2014	\$668,299	180		88.7%	\$9,530	TBD	\$333	\$5500
2015	\$810,340	180		88.7%	\$9,536	TBD	\$333	\$5500

Commitment to Organizational Viability

Shearwater believes that a mission-focused, effectively-run organization best educates students. We will demonstrate school sustainability through the careful planning and use of financial resources, and the development of appropriate organizational and governance structures.

Shearwater's founding team is currently comprised of Shearwater Education Foundation's President/CEO, its extensive network of active and skilled volunteers, and its Board of Directors, which is made up of eleven voting members and two non-voting board representatives -- one from our lead partner, Youth In Need, and one from our sponsor, Saint Louis

³ School profiles available upon request

University. Together, our team brings a significant amount of local credibility and national reach. Shearwater's President/CEO is fully focused on the planning and implementation of Shearwater High School and will continue to have a dedicated commitment to the school's success. Collectively, the founding team offers more than 250 years of experience in education, philanthropy, social services, nonprofit leadership, governmental affairs, public relations, business, technology, public policy, and law. Shearwater will leverage the varied experiences and expertise of our founding team, collaborative agencies, and college and university affiliates to build a sustainable and results-driven model that boasts student achievement and high-quality leadership.

Graduating All Students Ready for Success in Life

When President Barack Obama addressed members of Congress in his State of the Union Address, he said that "every American will need to get more than a diploma. And dropping out of high school is no longer an option. It's not just quitting on yourself, it's quitting on your country - and this country needs and values the talents of every American."

It is in this same spirit that we are working to establish Shearwater High School, to pursue a necessary mission. In the City of St. Louis we are losing the majority of our youth to dropout - state data trends indicate that without the establishment of new and working models, this number will continue to increase each year. We cannot afford to wait any longer; we must expand the portfolio of education options in this City. We must graduate all students college-able, workforce-ready, and prepared for success in adulthood.

ABOUT SHEARWATER



Charter School Sponsor

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Board of Directors

Lt. Gen. Gary Hughey, *Chair*

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Collaborative Agencies

Youth In Need

United Way of Greater St. Louis

Teach For America St. Louis

Urban League of Metropolitan St. Louis

Covenant House Missouri

Epworth Children & Family Services

Provident Counseling

Project Ark & The SPOT

Employment Connection

St. Patrick Center

University Affiliates

Ranken Technical College

Washington University in St. Louis

St. Louis Community College

CONTACT SHEARWATER

T - 314.539.4180

F - 314.539.4270

E - info@shearwatereducation.org

W - www.shearwatereducation.org

Twitter: ShearwaterEdU



Missouri A+ Tutoring: Quickfacts

The 2009 Hoennny Center survey of A+ tutoring programs

Total returns: 163 out of 274 programs (59.4%) – 95% statistical level of confidence

Demographics

Settings: Rural/rural city=76.5%, suburb/inner-ring=19.1%, urban=4.3%.

Community economics: hourly workers=64.6%, reduced lunch=18.01%.

Building's racial mix: European-American=85.51%, African-American=10.57%.

Coordinator profile

Coordinator gender: female=72.4%, male=27.6%.

Years certified teaching: 92.44% over 5 yrs. (20.86% taught 26+ years).

Years in building: 70.25% were in their buildings five or more years.

Years in A+ Coordinator role: 74.36% have two or more years as Coordinator.

Appointed by: invitation/appointment=64.4%, new job=20.6%, 15% volunteered.

Will continue until: leave dist.=68.6%, assignment change=28.3%, replacement=3.1%.

Other role: teaching=34.4%, admin. 39.1%, other 48.3% (many mixed).

Program profile

Average program size is 162.91 participants, median=80.00.

Participants are equally distributed over grades 9-12.

Participant gender: 57.07% female, 42.93% male.

Programs reflect community economic mix (95.6%), racial mix (92.5%).

Average number of program completers is 52.91, median 43.00.

An average of 18.82 completers per program did 60+ hours of tutoring.

Program content

Tutoring, being evaluated, and attending short orientations led activities. (See over.)

Feedback from coop. teachers (80.5%) and attendance (76.7%) led evaluations. (Over.)

Almost two-fifths (37.7%) used a local form to observe tutoring skills.

Almost two-fifths (38.65%) had at least one tutoring/teaching course.

In courses, tutoring techniques, management, motivation, learning styles, activities in various disciplines led content.

Future-teacher clubs were available in 35.97% of schools reporting.

Clubs planned activities (78.8%), heard a talk (57.7%), or discussed members' teaching experiences (57.7%).

Executive summaries will be available free after February 2010. Email [<teachers@hoennnycenter.org>](mailto:teachers@hoennnycenter.org) to request a copy. Information about ordering the full report will be distributed when it is available.

Missouri A+ Tutoring: Quickfacts, p. 2
From the 2009 Hoenny Center survey of Missouri A+ tutoring programs

Program experiences available to A+ tutors
(Average no. of experiences required or optional in programs = 8.8)

Experience	Required	Optional	% Required + %Optional	Not Available
Tutor younger students after school.	16.1% (25)	80.0% (124)	96.10%	3.9% (6)
Tutor in our summer school program.	2.0% (3)	93.3% (140)	95.30%	4.7% (7)
Professionals observe and evaluate tutors.	65.1% (99)	28.3% (43)	93.40%	6.6% (10)
New tutors attend short meeting about tutoring.	74.8% (113)	13.2% (20)	88.00%	11.9% (18)
Tutor other high school students in classrooms.	4.6% (7)	81.6% (124)	86.20%	13.8% (21)
Completers receive a certificate or other award in a ceremony.	58.1% (90)	10.3% (16)	68.40%	31.6% (49)
Tutors meet periodically to discuss their experiences.	30.7% (47)	30.7% (47)	61.40%	38.6% (59)
Observe professional educators.	17.2% (26)	43.0% (65)	60.20%	39.7% (60)
Tutors create a portfolio or other reflective record.	31.8% (47)	23.0% (34)	54.80%	45.3% (67)
New tutors take a workshop or series before tutoring.	33.1% (50)	11.3% (17)	44.40%	55.6% (84)
Sometime in their programs, take a tutoring course.	13.5% (21)	23.9% (37)	37.40%	62.6% (97)
We assess tutors on specific teaching knowledge.	10.5% (16)	20.3% (31)	30.80%	69.3% (106)
Tutoring can fulfill required service-learning credits.	4.6% (7)	19.7% (30)	24.30%	75.7% (115)
Tutors observe and comment on each others' work.	3.3% (5)	18.4% (28)	21.70%	78.3% (119)
A for-credit tutoring course is required before tutoring.	4.5% (7)	13.0% (20)	17.50%	82.5% (127)
Tutors can take a college-credit class about teaching.	1.9% (3)	15.5% (24)	17.40%	82.6% (128)

We assess A+ tutors on: (Multiple checks permitted.)

GPA, attendance, and citizenship.	85.50%
Feedback from cooperating teachers within the district.	80.50%
Tutoring assignment attendance and behavior.	76.70%
Tutoring skills, using an observation form we created.	37.70%
Other than GPA, etc. we don't assess A+ tutors.	13.20%
Tutoring skills, using system from another school or college.	4.40%

N.B.: All data are preliminary.

Appendix 3. Kindergarten Grade-Level Expectations for Reading

Reformatted from <http://www.dese.mo.gov/divimprove/curriculum/GLE/CAgle2.0.html>

Big idea. Develop and apply skills and strategies to the reading process

Concept. Print Concepts

- a. Demonstrate basic concepts of print directionality left to right, return sweep, top and bottom
- b. Demonstrate basic concepts of print: understand that the story is in the print
- c. Demonstrate basic concepts of print: word by word matching
- d. Demonstrate basic concepts of print: distinction between letter and word

Concept. Phonemic Awareness

- a. Develop ability to recognize sounds (phonemes) in words (phonemic awareness): recognize rhyming words
- b. Develop ability to recognize sounds (phonemes) in words (phonemic awareness): isolate consonant sounds
- c. Develop ability to recognize sounds (phonemes) in words (phonemic awareness): hear and say onset and rime
- d. Develop ability to recognize sounds (phonemes) in words (phonemic awareness): hear and say spoken phonemes

Concept. Phonics

- a. Develop alphabet and phonics knowledge: identify letters
- b. Develop alphabet and phonics knowledge: say sounds associated with letters
- c. Develop alphabet and phonics knowledge: write letter that goes with consonant sound

Concept. Fluency

- a. Read simple text: containing a small bank of high-frequency words
- b. Read simple text: consisting of environmental input

Concept. Vocabulary

Develop vocabulary by listening to and discussing unknown words in stories

Concept. Pre-Reading

- a. Develop and apply, with assistance, pre-reading strategies to aid comprehension: access prior knowledge
- b. Develop and apply, with assistance, pre-reading strategies to aid comprehension: preview text and picture
- c. Develop and apply, with assistance, pre-reading strategies to aid comprehension: make general prediction

Concept. During Reading

- a. During reading, shared reading, or read-alouds, develop and utilize, with assistance, strategies to self-question and correct
- b. During reading, shared reading, or read-alouds, develop and utilize, with assistance, strategies to infer
- c. During reading, shared reading, or read-alouds, develop and utilize, with assistance, strategies to predict and check using cueing systems: meaning, structure, and visual information

Concept. Post-Reading

- a. Develop and demonstrate, with assistance, post-reading skills after reading or read-alouds to respond to text: question to clarify
- b. Develop and demonstrate, with assistance, post-reading skills after reading or read-alouds to respond to text: retell
- c. Develop and demonstrate, with assistance, post-reading skills after reading or read-alouds to respond to text: illustrate
- d. Develop and demonstrate, with assistance, post-reading skills after reading or read-alouds to respond to text: re-enact stories
- Concept. Making Connections
 - a. Identify connections, with assistance, between text to text (text ideas --- similarities and differences in fiction and non-fiction works)
 - b. Identify connections, with assistance, between text to self (text ideas and own experiences)
- Big idea. Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times**
- Concept. Text Features
 - a. Use details from text, with assistance, to locate names of author and illustrator
 - b. Use details from text, with assistance, to apply information in title and pictures
- Concept. Literary Techniques
 - Participate in read-aloud experiences involving rhythm, rhyme, alliteration, and repeating line or phrase
- Concept. Literary Elements
 - a. Use details from text to identify story elements in shared reading and read-alouds with assistance: main characters
 - b. Use details from text to identify story elements in shared reading and read-alouds with assistance: problem(s)/events
 - c. Use details from text to identify story elements in shared reading and read-alouds with assistance: setting
- Big Idea. Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times**
- Concept. Text Features
 - Develop an awareness that text and pictures provide information
- Concept. Literary techniques
- Concept. Text Structures
 - a. In response to text and with assistance, ask questions to clarify meaning
 - b. In response to text and with assistance, answer questions
 - c. In response to text and with assistance, recognize important information and identify supporting details
- Concept. Understanding Directions
 - Follow simple pictorial/written direction, with assistance